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ABSTRACT

This report examines the practices of vocational education programs that serve limited English-proficient (LEP) students without the benefit of federal bilingual vocational training funds. Visits were made to seven areas of the United States with large numbers of LEP persons: South Florida, Southern California, Connecticut, Metropolitan New York, Southeastern Michigan, Coastal Texas, and North Central New Mexico. Approximately two secondary, two adult or postsecondary, and one industry-based program were visited in each site; administrators, vocational teachers, English-as-a-second-language (ESL) teachers, counselors, job developers, and students were interviewed. The results of the research are presented in seven case studies as well as in cross-site summaries. Some of the findings are as follows: (1) improved assessment and record keeping techniques as well as consistent policies are needed to determine the degree of participation of LEP students in vocational education programs; (2) better information about vocational education needs to be disseminated to LEP students; (3) entrance testing and interviewing geared to LEP students are needed to ensure greater equity and access; (4) assessment instruments for LEP students should be more widely used; (5) there is a need for improved planning for LEP vocational students in some state departments of education, districts, and schools; (6) ESL teachers should receive more training and aides should be used; and (7) the most viable way to ensure that LEP vocational students are served effectively is to establish a nonexclusionary policy, develop a plan for implementing that policy, and provide a full-time person to execute that plan. Recommendations for improving the condition of vocational education for LEP students are made for various levels of government, educational agencies, and schools. The interview protocols used in the study are appended. (KC)

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THE CONDITION OF VOCATIONAL
EDUCATION FOR LIMITED
ENGLISH-PROFICIENT PERSONS IN
SELECTED AREAS OF THE UNITED STATES

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FOREWORD

This report examines the practices of vocational education programs that serve limited English-proficient (LEP) students without the benefit of federal bilingual vocational training (BVT) funds. Up until now, most research efforts have focused solely on the federally funded BVT program.

The author visited seven areas of the United State with large numbers of LEP persons: South Florida, Southern California, Connecticut, Metropolitan New York, Southeastern Michigan, Coastal Texas, and North Central New Mexico. Approximately two secondary, two adult or postsecondary and one industry-based program were visited in each site. She interviewed administrators, vocational teachers, ESL teachers, counselors, and job developers who work with LEP students as well as LEP students themselves.

The results of this study are contained in the case studies (see Chapter 3) as well as in cross-sites summaries (see Chapter 4). This information will be useful to policymakers and planners at the national, state, and local levels as well as to all practitioners who work with LEP vocational students. This report will also be useful to staff involved with federally funded BVT, BVIT, and BVMMT programs as well as refugee assistance personnel. This study was conducted in the division of Applied Research and Development at the National Center for Research in Vocational Education.

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Chester K. Hansen
Acting Executive Director
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Research in Vocational
Education

EXECUTIVE SUMMARY

Limited English-proficient (LEP) persons, who speak a native language other than English, are between 28 and 44 million people in the United States. They are Hispanic, Asian, European, Middle Eastern, Native American, and African. They are more likely to be below the expected grade level, school drop outs, and unemployed or underemployed than the national average. They face difficulties in seeking, keeping, and advancing in jobs due to language barriers, low levels of education, and discrimination.

Congress recognized the need to provide vocational instruction to LEP persons through the vocational Amendments of 1974 and 1976 and, more recently, through provisions made in the 1984 Carl Perkins Vocational Education Act. These pieces of legislation have provided funds for the creation of a limited number of national bilingual vocational training (BVT) programs. With the experience gained from these special federal programs, the BVT Model, which is considered the ideal instructional delivery system for LEP vocational students, has been developed. Although the federal government has funded several research projects related to the problems and successes of implementing the BVT model, these research projects have been limited to observing only the specially funded federal projects. Consequently, it was not known whether the rest of the country (i.e., vocational programs that serve LEP students without the benefit of these special federal funds) has benefited from the development of this model.

The purpose of this research was to gain a broad perspective of the practices of vocational programs that serve LEP students without the benefit of federal BVT funding. More specifically, the objectives were as follows:

- o To determine the degree of participation of LEP students in both secondary and adult vocational education programs that do not receive federal BVT funding.

- o To identify the problems as well as the successes programs have had in incorporating the components of the BVT model.

To meet these objectives, case studies were conducted in seven areas of the United States with high numbers of LEP persons: South Florida, Southern California, Connecticut, Metropolitan New York, Southeastern Michigan, Coastal Texas, and North Central New Mexico. Approximately two secondary, two adult, and one industry-based vocational program were visited in each area, and interviews were conducted with administrators, teachers, counselors, placement specialists, and students in each site.

The following conclusions are drawn from the author's observations across all sites:

- o Improved assessment and record-keeping techniques as well as consistent policies are needed to know precisely the degree of participation of LEP students in vocational education programs in most places.
- o Better information about vocational education programs needs to be disseminated to LEP students. LEP students in secondary schools must rely on guidance counselors who usually "counsel" LEP students into academic programs. Many counselors appear to have biases against vocational education, and bilingual instruction is usually available only in academic programs. In addition, there is a need for promotional materials developed in languages other than English. Bilingual recruiting materials are usually available only in Spanish.
- o Entrance testing and interviewing geared to LEP students are needed to assure greater equity and access. However, vocational education programs that have entrance requirements, based on standardized reading tests in English, often exclude LEP students from participating in vocational education or greatly limit their choices of program areas.
- o Instruments designed for LEP students do exist and should be more widely used. LEP vocational students are often inappropriately assessed with instruments designed for English-speaking persons. These include measures of English proficiency, vocational interest, vocational aptitude, and basic skills.
- o There is a need for improved planning for LEP vocational students in some state departments of education, districts, and schools. Some states, districts, and schools have policies and practices regarding LEP vocational students that appear to be inconsistent with federal and state civil rights policies.

- o ESL and bilingual instructional services available to LEP vocational students, especially as compared to the ESL and bilingual instructional services available to LEP students enrolled in academic and professional programs of study, should be increased.
- o Techniques for appropriate and effective use of bilingual teacher aides in vocational education programs exist and should be used more widely.
- o Vocational education personnel need increased training in serving LEP vocational students.
- o The most viable way to ensure that LEP vocational students are served effectively is to establish a nonexclusionary policy, develop a plan for implementing that policy, and provide a competent full-time person to execute that plan.

Recommendations for improving the condition of vocational education for LEP individuals are discussed for the federal government, state education agencies, colleges and universities, local schools, commercial publishers, professional associations, and individuals.

CHAPTER I

INTRODUCTION

Problem

Although limited English proficient (LEP) persons are often associated with the Southwest, West Coast, the Northeast, and urban areas, LEP individuals live throughout the United States. They are the 28-44 million people in this country who speak a native language other than English (Oxford et al 1980). They are Hispanic, Asian, European, Middle Eastern, African, and Native American. They are more likely to be enrolled below the expected grade level, drop out of school, be unemployed, and be underemployed than the national average (Rezabek 1981). LEP persons face difficulties in seeking, keeping, and advancing in jobs. Many face barriers related to language, low levels of education, and discrimination that keep them unskilled at a time when the job market requires increasing skills (National Commission for Employment Policy 1982).

Many are unfamiliar with the job market and with training resources and opportunities. Because of technological changes in our economy, this trend is likely to increase. For example, agriculture has traditionally used many unskilled workers. Yet, the need for farm workers has steadily decreased during the past 30 years. The number of hours spent per worker on the farm is one-quarter what it was 30 years ago, although production has actually increased by 57 percent. Similarly, factories now replace U.S. workers with sophisticated machines and foreign workers (overseas). Thus, fewer workers are producing more goods in less time. The vast majority of U.S. workers now provide services rather than goods. Thus, unskilled labor is now less in demand (Wolfbein 1982). Workers today need specific occupational skills in addition to the ability to interact with people in English. As a result, more and more LEP individuals are and will be seeking vocational instruction in order to be gainfully employed, contributing members of society.

In 1974, through the Vocational Education Amendments (PL 93-380), Congress recognized the urgent national need to provide

vocational instruction to LEP persons. However, it was not until the Vocational Education Amendments of 1976 (PL 94-482) that specific funds were earmarked for the creation of a limited number of national bilingual vocational training (BVT), bilingual vocational instructor training (BVIT), and bilingual vocational materials, methods, and techniques (BVMMT). These federally funded programs have served as an excellent opportunity for both research and development in the relatively new and unique field of bilingual vocational education (BVE) or vocational education for LEP students. Probably the most important contribution to emerge from these federal programs is the development of what is most commonly known as the BVT model. Based on the experience of the national BVT programs over the past 10 years, the BVT model is generally considered to be the ideal instructional delivery system for LEP vocational students. The BVT model consists of the following seven components.

1. Recruitment that is targeted specifically for LEP individuals. (Example: Providing promotional information in the potential trainees' native languages)
2. Intake and assessment procedures that are appropriate for LEP individuals and are diagnostic rather than exclusionary. (Example: Including testing of English language proficiency, native language proficiency, and vocational interest and aptitude in the native language)
3. Bilingual vocational instruction that does not require students to learn English before they can begin learning a trade. (Examples: Having a vocational teacher who speaks the students' native language and who is properly trained to work with LEP students; providing bilingual training materials)
4. Vocational English as a second language (VESL) instruction that is taught by a trained English as a second language (ESL) instructor and that focuses specifically on the vocational area(s) of the students. (Examples: Auto mechanics ESL, food services ESL, cosmetology ESL)
5. Counseling and support services that take the special needs of LEP individuals into account. (Examples: Making available appropriate referrals to ethnic CBOs and agencies that can provide immigration counseling and social and health services in the native language; providing bilingual and culturally sensitive personal and professional counseling)
6. Job development and placement that take the special needs of LEP individuals into account. (Examples: Foreseeing and counseling for employability problems arising from

cultural differences; preparing employers for LEP and/or culturally different employees)

7. Coordination of the above six elements that ensures mutual support. (Example: Making sure the ESL classes are coordinated with the vocational instruction so that the ESL instructor is teaching the vocabulary and grammar used in the vocational classes)

In addition to BVT program development, funds for BVMMT programs have been used for a limited number of research projects related to bilingual vocational education. For example, Troike, Golub, and Lugo (1981) examined the successful strategies and practices of nine federally funded BVT programs. The project was a case study effort with no quantitative analyses. The author's criteria for success included job placement rate, needs assessment quality, quality of program planning, competence and commitment of staff, nature and appropriateness of instruction and curriculum, appropriateness of occupation selected for training, trainee recruitment and selection, behavior of trainees, learning rate and achievement levels of trainees, institutionalization, and program organization and management. Based on their findings, several recommendations for success were identified, including the following:

- o Careful and in-depth planning
- o Careful needs assessment of job market needs in the community and language needs of the prospective trainees
- o A bilingual staff committed to the success of the trainees
- o Inservice training for staff
- o Personal and professional counseling services for the trainees
- o Full-time staff
- o Cross-cultural training in U.S. customs, especially in American employment practices, for trainees
- o Bilingual vocational instruction closely coordinated with the ESL instruction
- o ESL instruction that is job related and closely coordinated with the vocational instruction
- o An advisory committee with representatives from the minority community, the vocational skills area, and the employment sector

- o Follow-up services for trainees who have completed the program and joined the work force

In a study by Kirschner Associates (1981), minimum competencies that were considered essential for vocational instructors in federally funded bilingual vocational training programs were identified in three basic areas: (1) language proficiency, (2) vocational skill training or experience, and (3) cultural awareness or affective competencies. The study concluded that such instructors should possess at least a level 3 on the Foreign Service Institute (FSI) language proficiency scale (1-5) in the students' native language, in addition to being fully proficient in English, culturally sensitive, and competent in their trade area. This study was also based extensively on an examination of the needs of federally funded adult BVT programs.

Berry and Feldman (1983) conducted a series of case studies of nine federally funded BVT programs to identify the cultural, financial, and instructional obstacles that prevent trainees from participating fully in their programs. The author identified 12 programmatic obstacles to participation:

- o Inappropriate/inconvenient location or scheduling
- o Unfamiliarity of staff with appropriate support service providers
- o Inadequate assessment of trainees
- o Inadequate orientation
- o Inadequate counseling
- o Staff unfamiliarity with trainees' cultures, languages, and educational backgrounds
- o Staff not empathetic or committed to helping trainees
- o Inadequate staff development to meet trainee needs
- o Inappropriateness of instructional techniques for the trainees' learning styles or educational backgrounds
- o Curriculum and instructional techniques inappropriate for the trainees' levels and rates of progress
- o Overuse of English or the native language by staff
- o Inappropriateness of materials/assessment instruments

Peterson and Chavez (1984) examined federally funded BVIT programs and identified nine components for success, and Kirschner Associates (1983) examined successful strategies for using external resources (e.g. business and industry, community-based

organizations, and so forth) based on the experiences of federally funded BVT programs. Virtually all of these research efforts have focused on the problems and successes of federally funded BVT and BVIT programs and how these programs have been able to incorporate the BVT model. It is important to point out that federally funded BVT projects:

- o Serve only adults and out-of-school youth
- o Receive special monies to be used exclusively for training a specific number of LEP students
- o Are generally required to have vocational instructors who are bilingual
- o Have staff that receive annual training by the funding agency as well as by expert consultants
- o Often have LEP students in their own special class learning the same trade
- o Are relatively few in number in the United States (usually 10-20 are funded per year)
- o Are in a school district that has already conducted an LEP-related needs assessment (used to develop their BVT grant proposal)
- o Have their own exclusive external program evaluation
- o Have their own exclusive project director to ensure that all the elements of the BVT model are appropriately coordinated
- o Have their own vocational ESL instructors, bilingual counselors, and bilingual job placement specialists

Despite this extensive development in the federally funded BVT programs, there is a serious dearth of literature concerning the problems and successes of the thousands of vocational programs nationwide that do not have the benefit of federal BVT funds--programs that also serve limited English-proficient individuals. It has not been known whether these programs have been able to benefit from the development that has taken place as a result of the federal efforts.

In 1984, the Carl Perkins Vocational Education Act replaced previous vocational education legislation. Fifty-seven percent of the funds under Carl Perkins are targeted for programs and services for those with special needs. Twenty-two percent is earmarked for disadvantaged and LEP. Although references to LEP students appear in each of the four major titles of the act, no separate set-aside exists for services or programs for LEP students.

Other federally sponsored programs serving LEP persons are those funded by the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act), the Job Training Partnership Act (JTPA), and programs under the Offices of Migrant Education (U.S. Department of Education) and Refugee Resettlement (U.S. Department of Health and Human Services).

Few, if any of the approximately 600 federal bilingual education projects fund vocational programs. According to Reder, Cohn, Arter, and Nelson (1984), of the 327 service providers receiving refugee funds, fewer than half included vocational training among their services. Of the 22 refugee programs and over 100 ESL teachers observed, approximately 8 percent were bilingual. This study did not examine whether or not any vocational instruction was bilingual. In a recent survey by the Office of Strategic Planning and Policy Development (1986), Employment and Training Administration, 15 JTPA programs with the highest numbers of LEP participants were examined for the purpose of providing the U.S. Department of Labor with information on the use of native languages to train LEP persons enrolled on JTPA Title II-A programs. The report concludes that

The JTPA system basically supports the use of English for remedial and classroom skill training. No evidence was found of native languages being used to train LES enrollees in either of these program areas. (p. 9)

The one possible exception in use of native languages is OJT where employers and supervisors have the option of tailoring training to employee needs. It is unlikely that bilingual training in OJT is being conducted extensively throughout the country. (p. 9)

In summary, programs that promote and provide the necessary resources for implementing the BVT model are extremely limited. Bilingual education programs tend to emphasize academics, refugee programs focus on ESL instruction, and JTPA programs stress basic skills and job training (in the English language).

Purpose and Objectives

The purpose of this research was to gain a broad perspective of the practices of vocational programs that serve LEP students without the benefit of federal BVT funding. More specifically, the objectives were as follows:

- o To determine the degree of participation of LEP students in both secondary and adult vocational education programs that do not receive federal BVT funding

- o To identify the problems as well as the successes in incorporating the elements of the BVT model.

CHAPTER II

METHODOLOGY

Research Design

This descriptive research followed a case study approach. The case studies for this project were based on themes or categories of information as opposed to chronology or sequence of events. Themes focused on communities and vocational training programs within the communities. The themes along with their related research questions were specifically designed to address the two major objectives of the study and to establish a context for better understanding the practices found. The themes and their related research questions are as follows.

o Community

1. What are the number and percentage of nonnative speakers of English in the community?
2. What types of community relations exist among various ethnic groups?
3. What kinds of community resources are available for LEP persons?
4. What are the employment and economic characteristics for the various ethnic groups in the community?
5. What kinds of specific resources related to LEP vocational students are available in the community and in the state?

o Vocational Training Programs

1. What is the ethnic breakdown of students and staff?
2. How many LEP students are there?
3. How are LEP students recruited?
4. How are LEP students screened and assessed?
5. What policies are there regarding LEP vocational students?
6. How do vocational teachers address the needs of LEP students?
7. What kinds of ESL instruction do LEP vocational students receive?
8. How do placement specialists address the needs of LEP students?
9. How prepared is the staff for serving LEP vocational students?

Sampling

Case studies were conducted in seven areas of the United States with documented large LEP populations. An attempt was made to include areas that would represent a variety of conditions related to language, culture, geography, and type of economy. The areas selected were South Florida, Southern California, Connecticut, metropolitan New York, Southeastern Michigan, Coastal Texas, and North Central New Mexico. For each area (with the exception of Michigan), two secondary and two adult vocational programs were visited. Adult programs were not visited in Michigan because of the low number of LEP students served by them. In addition, whenever possible, industry-based training programs as well as community-based organizations were visited.

Data Collection Techniques

The majority of the data were collected via on-site interviews and observations. For each school site, interviews were conducted with one administrator (30 minutes), one counselor (30 minutes), two vocational teachers (30 minutes each), one ESL teacher (30 minutes), one job placement specialist (30 minutes), and four LEP students (15 minutes each). Interviews were based on questions from a structured interview schedule that was developed by the project director and critically reviewed by an advisory panel consisting of six national experts in bilingual vocational

education and three internal experts in qualitative data collection techniques (see appendix).

Additional data were secured from community observations (e.g., local media) and secondary data sources such as census documents and state and local proposals and reports.

Data Tabulation and Analysis

First, community data for each of the seven areas were compiled, analyzed, and converted into seven case narratives. Then data for each of the 3-6 training sites within each of the 7 areas were compiled, analyzed, and converted into 27 case narratives. Finally, data were reorganized by categories or themes, analyzed across all 27 sites and described. The following list of steps illustrates this process.

- Step 1: Compile, analyze, and describe South Florida community data.
- Step 2: Compile, analyze, and describe each of the five training sites visited in South Florida in terms of recruitment, assessment, policy, vocational instruction, ESL instruction, and job placement.
- Step 3: Repeat step 1 for Southern California.
- Step 4: Repeat step 2 for Southern California.
- Step 5: Repeat step 1 for Connecticut.
- Step 6: Repeat step 2 for Connecticut.
- Step 7: Repeat step 1 for metropolitan New York.
- Step 8: Repeat step 2 for metropolitan New York.
- Step 9: Repeat step 1 for Southeastern Michigan.
- Step 10: Repeat step 2 for Southeastern Michigan.
- Step 11: Repeat step 1 for Coastal Texas.
- Step 12: Repeat step 2 for Coastal Texas.
- Step 13: Repeat step 1 for North Central New Mexico.
- Step 14: Repeat step 2 for North Central New Mexico.
- Step 15: Compile, analyze, and describe recruiting data across seven sites.

- Step 16: Repeat step 15 for assessment data.
- Step 17: Repeat step 15 for policy data.
- Step 18: Repeat step 15 for vocational instruction data.
- Step 19: Repeat step 15 for ESL instruction data.
- Step 20: Repeat step 15 for job placement data.
- Step 21: Repeat step 15 for staff development.

It is important to note that due to a strong desire to respect the anonymity of the persons interviewed, much more detail is provided in the national summaries (i.e., steps 15-21) than in the case narratives for each site (i.e., steps 2, 4, 6, 8, 10, 12, and 14). Also, in an attempt to report accurate and up-to-date information, each community narrative was sent to an appropriate individual in the community for review. Revisions were then made as needed.

CHAPTER III

CASE NARRATIVES

This chapter presents descriptions of each of the seven major areas visited. Each description includes a discussion of the general area in terms of its ethnic make-up, community resources, employment and economic characteristics, and resources for LEP vocational students, as well as a brief case narrative for each of the sites (i.e., schools, agencies, and companies) visited.

South Florida

Ethnic Presence in the Community

The LEP population in south Florida consists mostly of Hispanic and Haitian persons. According to the 1980 Census, Florida ranks fourth in the nation in numbers of Hispanics with 860,000. Taking the 1980 "Mariel boatlift" into consideration along with undocumented immigration, there are over one million Spanish-speaking persons in Florida. The majority of the Hispanic population is Cuban American. Others include Mexican-American agricultural workers and Central Americans who include professionals, disadvantaged, liberals, conservatives, and Indians. The Cuban American presence in south Florida began, for the most part, in the late 1950s and early 1960s after Cuban Premier Fidel Castro nationalized all Cuban resources and established a socialist form of government. At that time, most of the people who left Cuba were professional persons.

Although there was some evidence of tension between English-speaking and Spanish-speaking persons prior to 1980, most seemed to be related to the large number of Spanish-speaking persons combined with the perceptions of English-speaking persons that the Cubans were "taking over". In 1980, the Mariel boatlift brought an additional 125,000 Cubans to south Florida. Most of this group was disadvantaged. Community attitudes towards Spanish speaking persons worsened as the crime rate rose and as rumors began to surface that Castro had dumped his criminals in Florida. The negative attitude towards Hispanics has been exacerbated by the

continual drug trade in south Florida that has almost always been linked to Colombians.

This negative attitude is evidenced by a 1980 vote in one south Florida county that called for the repeal of an earlier law establishing the county as an official bilingual County. In addition, several lawsuits have been filed by English-speaking persons who believe that they have been victims of employment discrimination because they do not speak Spanish. Language-related issues continually surface on radio and television talk shows, and in almost all cases the arguments are bitter and remain unresolved.

The Haitian community in south Florida has been growing steadily since the early 1980s. Some Haitians are well-educated professionals, but most are extremely poor. Community attitudes towards Haitians seem mixed. The U.S. Immigration and Naturalization Service (INS) has relegated Haitians to a lower status than Cubans. Cubans can receive political asylum almost automatically by virtue of their having fled an "unfriendly" government. Haitians must apply for political asylum on an individual basis and for a long time, most of them were kept in an INS "camp" until their cases came up. Many have been able to leave the camps because of pressure from the press and advocacy groups. It is believed that the U.S. government's attitude toward Haitians is mainly due to its friendly relations with the Haitian government, although some persons believe that it is racially motivated.

Although crime has not been associated with the Haitian community, some violence occurred in 1986 when Haitian President Jean Claude Duvalier left office and fled the island. It is believed that this violence was a combined reaction of joy over the ending of the Duvalier regime and anger towards the "ton ton makut" (Haitian secret police) who had been infiltrating south Florida and harassing Haitians there.

Relations between Haitians and the Black American community are fair, at best, due to the belief that Haitians are receiving public assistance and services that blacks desperately need. The Haitian community seems to remain a mystery to most of the majority white, English-speaking community.

Other language minority groups residing in south Florida are Southeast Asians, French Canadians, Russians, and Native Americans.

Community Resources

Despite the passage of the "antibilingualism" law, south Florida remains bilingual and, in some cases, multilingual in practice. For example, the main daily English-language newspaper also exists in a Spanish version. A number of local weekly

newspapers are published in several Asian languages. In addition, virtually all kinds of community resources exist throughout south Florida in Spanish: child care, health care, radio and television, chambers of commerce, religious services (Catholic, Protestant, and Jewish), professional and social organizations, and commercial establishments.

Community resources for the other language minority groups exist, but are more limited in terms of geographic area, as well as in numbers and kinds of resources. In other words, Haitian Creole-speaking health, religious, and commercial establishments exist primarily in Haitian areas (e.g., "Little Haiti"). Only two radio stations broadcast in Haitian Creole and only during certain hours.

Resources for Russians include mainly commercial establishments and a social service agency serving a small section of one city. The same is true for French Canadians, although there are periodic French language radio news reports heard. Few community resources are available for Southeast Asians.

Employment and Economic Characteristics

According to 1980 Census figures, the unemployment rate for Hispanics in south Florida was nearly 6 percent, compared with 4 percent for Asians, 10 percent for Native Americans, 7 percent for blacks, and 4 percent for majority whites. These data do not reflect the thousands of undocumented non-English-speaking persons residing in south Florida, the employment data for Haitians (who are considered black), the impact of the 1980 Mariel Boatlift on unemployment rates, or the continued documented and undocumented immigration of unskilled, non-English-speaking youth and adults into south Florida.

In addition to the growing numbers of unskilled, non-English-speaking persons entering south Florida, the changing economy of this region is further aggravating employment opportunities for these individuals. For example, it is estimated that during the past several years, between 5-6,000 thousand Haitian entrants have found work in agriculture, picking vegetables. Putting aside the disadvantages of "stoop labor," including low wages and poor working conditions, the use of modern machinery coupled with the increased conversion of farmland to housing and commercial development is sharply decreasing the need for such unskilled labor. According to local experts in vocational education, south Florida business and industry needs individuals in areas such as electronics, business, tourism, construction, retail sales, health services, and banking services. Such skills are normally acquired in vocational-technical programs.

Resources for LEP Vocational Students

South Florida has had access to some resources for LEP vocational students, including a federally funded Bilingual Vocational Instructor Training program at a local university and several workshops sponsored by the state, the Office of Refugee Resettlement, and local school districts. In addition, state-level education personnel have participated in federally sponsored Bilingual Vocational Education workshops. It is important to note that almost all of these resources were available to persons associated with adult programs only. Few resources have been available for persons associated with vocational education for high school LEP students. In fact, the local media report that Florida has the third highest dropout rate in the United States, and LEP youth account for a disproportionate number of these dropouts.

Despite Florida's relatively extensive exposure to bilingual vocational education resources, personnel from the local BVIT program report that LEP persons represent nearly 30 percent of the students who enrolled in adult vocational institutions. Furthermore, these persons are usually placed into general ESL classes until they can understand English well enough to be allowed to enter vocational programs. According to a study conducted by 1 south Florida school district, there are 4,000 LEP adults in general ESL classes waiting to enter vocational training programs. In addition, this study reports that of the 1,000 LEP students who could enroll in vocational education programs from 1981 to 1983, 80 percent were not successful in their chosen vocational programs and/or on the job because of their limited English proficiency. This study also revealed that many of these LEP students had been placed in certain vocational programs based on their limited abilities in English, rather than on their vocational aptitudes and aspirations (e.g. many were funneled into housekeeping and industrial sewing programs despite their interest in pursuing more technical fields, such as health and computer occupations).

It is important to note that the state of Florida recently imposed a basic skills requirement for certified graduation from adult vocational programs. Thus, students who do not achieve a certain score on the Test of Adult Basic Education (TABE) during the first 6 weeks of enrollment have to take remedial classes until that score can be achieved. Vocational educators throughout south Florida report that this requirement has resulted in a sharp decrease in morale as well as an increase the dropout rate for LEP students in vocational programs.

Last, Florida identifies LEP students in its State Plan as one of several categories of "disadvantaged" students. Funds for programs for LEP students are generally based on locally initiated responses to general Request for Proposals. There is no special statewide set-aside for LEP persons.

Site One: Adult Program

Site one is a large, new, urban adult technical education center that offers instruction in about 50 trade areas, including health occupations, hotel-motel training, auto trades, clerical occupations, cosmetology, computer occupations, refrigeration, electronics, commercial cooking, mixology, small appliance repair, graphic arts, and printing as well as in basic skills and ESL. Approximately 50 percent of the 5,500 students are nonnative speakers of English and it is estimated that 90 percent (of the 50 percent) are limited English proficient. Most of the LEP students speak Spanish or Haitian Creole. The school has 150 full-time teachers, including 32 ESL teachers and 175 part-time teachers. Approximately 25 percent of the teachers are themselves nonnative speakers of English. Two of the 7 counselors are bilingual (Spanish/English), 8 of the 12 teacher aides are bilingual (6 Spanish/English, 2 Haitian Creole/English), and about half of the maintenance and clerical staff is bilingual (mostly Spanish/English, some Haitian Creole/English).

Students who wish to enter a vocational program must first take the Test of Adult Basic Education (TABE). Those who do not achieve a certain score must take general ESL classes until that score is achieved. Once they enter a vocational program, general ESL instruction continues, as needed, and several teachers can provide some instruction in Spanish. No VESL instruction is offered, and there is no cooperation between ESL and vocational teachers.

Other services include recruiting in English, Spanish, and Haitian Creole; bilingual counseling; and job development, including individualized counseling by a placement specialist who reportedly speaks English slowly, eliminates complicated words, and offers a good deal of encouragement.

Site Two: Adult Program

Site two is a modern adult center located in a small town. Of the 2,230 students enrolled, approximately 25 percent are LEP. Most of the LEP students are Haitian and there are a few Spanish-speaking and Southeast Asian students.

This center offers over 50 areas of study, including 15 trade and technical, 18 business and distributive, 11 home economics, 6 health occupations, and 1 agribusiness program.

The school has 75 teachers--6 of whom are bilingual and speak a native language other than English, and 5 of whom are bilingual native speakers of English. Three of the six teacher aides are bilingual (two speak French and one speaks Spanish). One of the four counselors is multilingual (speaking English, French, and Spanish).

According to one of the counselors, LEP students are limited to certain vocational programs. For example, non-English-speaking students are generally "counseled" into housekeeping, lawn maintenance programs, and/or intensive ESOL. Low-level LEP students can enter auto body and welding programs and intermediate-level LEP students can enter nursing assistant and electronics assembly classes. Advanced-level LEP students are not restricted in their options. English proficiency assessment is based on the Bilingual Vocational Oral Proficiency (BVOP) test and the literacy portion of the Basic English Skills Test (BEST). Both of these tests were specifically developed for LEP students. The school is also required to administer the TABE. A passing grade on the TABE is required for students to receive official proof of competence in their chosen vocational areas.

It is important to note that despite both internal and state restrictions on LEP students, this school reports that if a student truly desires to enter a certain vocational program, counselors will work with the necessary vocational teachers to try to accommodate the student's request. In addition, school personnel report that because the state-required TABE appears to decrease program completion rates among LEP students, the school has developed its own "proof of competence" for students who successfully complete their programs but unsuccessfully meet the TABE requirements. Placement personnel in the school report that employers are quite agreeable to hiring their graduates without the official state proof of competence.

Services offered by this school include recruiting in Haitian Creole, bilingual vocational instruction via bilingual teacher aides and materials, VESL instruction, bilingual counseling, and job development. The latter includes individualized counseling related to appropriate behavior on the job and effective networking with employers who have had prior successful experiences with their LEP students. These services are supported by state, migrant, and refugee funds.

Site Three: Secondary Program

Site three is a comprehensive secondary school located in a small town. There are 1,325 students. Two hundred and seventy students (20 percent) speak a native language other than English and approximately half of that group is LEP. Seventy-five percent of the nonnative speakers of English are Spanish speaking. The remaining 25 percent include French Canadian, Rumanian, Haitian, Middle Eastern, and Asian students. Eighteen of the 70 teachers (26 percent) are bilingual (Spanish/English) and 1 of the 5 counselors is bilingual (Spanish/English).

Vocational course offerings include agribusiness, business and office education, home economics, industrial education and marketing and distributing education. In addition, there are

shared-time privileges with the preceding (site two) adult center.

According to a staff member, LEP students would not be admitted into any of the school's vocational classes because of safety liabilities (i.e., they may get hurt because they did not understand safety rules). This person also mentioned that LEP students were not permitted to exercise the shared-time option with the adult vocational center because it was believed that there was no one at that school who could speak their language and because the home school would lose some financial benefits if their students opted to study part time at a vocational center.

All students take the Stanford Achievement Test, which is also the instrument used to determine limited English proficiency. LEP students are assigned to a bilingual program that includes academic tutoring in Spanish and what the school refers to as ESL. Based on observation, the ESL class actually was a regular English language arts class taught in Spanish by a teacher who was limited English proficient. Because LEP students are reportedly not permitted to take vocational classes, there is no vocational tutoring in the native language or vocational ESL. In addition, there is no special job development or recruiting for LEP's and a staff member reported that developing any recruiting materials in a language other than English could be illegal. One vocational teacher stated that it was not fair to spend individual time with students who do not understand English and considered it equally unfair to ask another student to help. This teacher added that most of the LEP students who had enrolled in her class ended up dropping out, but she concluded that if they wanted to come back after they had learned English, they could.

Site Four: Secondary Program

Site four is a comprehensive urban secondary school. There are 2,811 students. Nine hundred and eighty-three (48 percent) speak a native language other than English. Nearly 80 percent of the nonnative speakers of English are Haitian. The rest are Hispanic and Asian. School staff estimate that 90 percent of the nonnative speakers of English are LEP. There are 92 full-time teachers in the school, 3 of whom (3.3 percent) are bilingual (one Haitian Creole/English and two Spanish/English). One of the seven counselors is bilingual (Haitian Creole/English); none of the six administrators is bilingual. Vocational course offerings include health services occupations, graphic arts, business education, and distributive cooperative education.

According to school staff, LEP students are not admitted into vocational classes. Instead, they are put into ninth grade and given general ESL instruction. This decision is based on the results of a district-developed ESL placement exam.

Besides general ESL, LEP students receive bilingual counseling. During the interview, the bilingual counselor expressed frustration over the fact that too few of her students could be put into vocational classes that she felt they desperately needed. No bilingual vocational instruction is offered. One bilingual (Spanish/English) work experience instructor was asked whether or not he used Haitian Creole in class and he responded that he did not believe that would be fair to the American (i.e., English-speaking) students. However, we later heard from his students that he used Spanish fairly regularly in class to clarify concepts with Spanish-speaking students.

The school does not have any recruiting materials for their vocational programs (in English or any other languages) nor does it offer any vocational ESL instruction or special job development for LEP students.

Site Five: Industry-Based Program

Site five is a manufacturer of cardiovascular implants. Fifty-five percent of its 2,000 employees are Hispanic. In early 1986, the company, in collaboration with a local college, received a grant from the state to provide a five-component training program for its employees. Among the components of this program are occupational ESL (OESL) and Occupational Spanish as a Second Language (OSSL). The OESL course is for LEP persons who are employed as operators, assemblers, inspectors, and supervisors. The course focuses on reading and understanding operation sheets. The OSSL course is for English-speaking group leaders, assistant supervisors, supervisors, and midlevel managers to upgrade their ability to communicate with Spanish-speaking personnel. In addition, this company has brought in consultants to provide cultural awareness training to management personnel.

Southern California

Ethnic Presence in the Community

Over 90 percent of the population of LEP persons in Southern California are from Spanish or Asian language backgrounds. According to the 1980 Census, the largest specific language groups, in order, are Spanish, Chinese, Korean, Japanese, and Vietnamese. According to the 1980 Census, California has the largest Hispanic population (4.5 million) in the United States. Due to the large influx of Southeast Asian refugees in the early 1980s, the current language groups represented in the K-12 schools is now Spanish, Vietnamese, Chinese, Filipino, Korean, Laotian, and Cambodian. The largest, specific subgroups of LEP persons enrolled in adult education from 1982-1983 are (in order of size) Spanish, Chinese, Vietnamese, Laotian, Cambodian, Korean and Japanese. (Rezabek 1985).

Due to increasing legal and illegal immigration into southern California as well as the relatively higher birthrates among language minority persons, the multicultural population continues to increase. As in south Florida, reaction to this increase of language minority persons by English-speaking persons has not always been positive. Four southern California cities as well as the state have been involved in bitter antibilingualism debates. Some English-speaking community leaders charge that, "New immigrants don't want to learn English. They're moving in, changing signs and making it like the old country (Los Angeles Times 1986)." As a result of these feelings, one million signatures were gathered to place a proposition (Proposition 63) on November's ballot to make English the state's official language. Ethnic activists and civil rights groups then formed a coalition to fight the proposition. In November 1986, Proposition 63 passed with a three to one voting margin.

Community Resources

Despite some bitter community feelings, southern California remains multilingual in practice. Although the main daily newspapers are only available in English, approximately 20 separate Spanish, Vietnamese, Chinese and other non-English newspapers, radio stations, and television channels are available. Resources such as health care, religious services, retail establishments, cinemas, social service agencies and chambers of commerce exist in Spanish, Chinese, Vietnamese, Korean and other Asian and Southeast Asian languages. It is not uncommon to see multilingual signs on hospitals and retail establishments.

Employment and Economic Characteristics

According to Rezabek (1981), Asians and especially Hispanics face higher unemployment and underemployment and experience a greater dependence on public aid than the nonminority population. The concentrations of Hispanics living below the poverty level, working in blue collar and agricultural jobs, unemployed, undereducated (i.e., without a high school diploma), receiving unemployment insurance, and eligible for public medical benefits are disproportionately high compared to their proportion of the population in California. These data, unfortunately, do not reflect the hundreds of thousands of undocumented non-English-speaking persons residing in Southern California.

Resources for LEP Vocational Students

California has had access to numerous resources for LEP vocational students, including two federally funded BVIT programs and five BVT programs. State personnel have participated in federally funded BVE leadership training, the state sets aside 3

percent of its "disadvantaged" funds for LEP's, and there have been several state-run studies on the employment and education needs of language minority persons in California.

The Consortium on Employment Communication (CEC) was organized in 1983 with support from the Ford Foundation. CEC's goal has been to link language minority persons with the workplace through instructional resources, public policy, staff development, and research. The CEC has two main offices, one in northern California and another in southern California. Representatives of 10 state and local agencies are members of the consortium; several of the agencies are located in southern California. Some school districts have also offered tuition and salary increases to all vocational teachers willing to take additional coursework in bilingual education.

Site One: Adult Program

This site is 1 of 68 regional job training centers in the state. This particular site offers nursing assistant training specifically for limited English-speaking persons in addition to bilingual counseling for students at this as well as three other sites in the district. Other district sites offer training in autobody repair, building maintenance, computer occupations, cosmetology, health occupations, office occupations, retail sales, food services, printing, drafting, welding, and child care.

Students who wish to enter a vocational program must first take and pass a safety test (in English) related to their area of study and an ESL proficiency test (informal oral interview). Students who fail the safety test cannot begin vocational training. If they fail because of limited English proficiency, as determined by the interview, they are referred to an ESL program elsewhere. Whenever a student is considered a "borderline" candidate for admission, the vocational teacher decides whether or not the student can be admitted. If the results of the safety test and the interview are sufficient, students may then participate in the nursing assistant program with the help of a bilingual (Spanish/English) aide.

No VESL or ESL instruction is offered at this site and there is no cooperation between the vocational teacher here and ESL teachers at other sites. However, this program offers bilingual (Spanish/English) counseling that includes assistance with course selection, personal problems, and employability. The center also recruits language minority persons by placing announcements in all of the county's ethnic newspapers.

Site Two: Adult Program

Site two is one of three campuses of an adult center located in a small town. The total student enrollment at this particular

campus is 3,000. The students are approximately 30 percent Asian, 30 percent Hispanic, 30 percent Majority White, and 10 percent "other," including black, Ethiopian, and Afghani. The faculty are 60 percent majority white and 40 percent Hispanic. There is one Asian teacher and one Asian administrator.

The Center offers programs in allied health, automotive repair, business education, computer training, cosmetology, electronics, welding, refrigeration/air conditioning repair, small animal care, and horseshoeing as well as two short-term programs in industrial assembly and machine tool operation. The center also offers a variety of enrichment, crafts, home management and self-improvement courses.

LEP students are classified into three categories: Refugees, JTPA LEPs, and "paying" LEPs. Refugee students include Vietnamese, Chinese-Vietnamese, Cambodian, Laotian, Hmong/Mien, Ethiopian, Afghani, and Polish. According to the counseling staff, refugee students are referred to the refugee program from an outside agency already knowing what courses of study they want based on their perceptions of labor market demands. These students take a locally developed, occupation-specific reading comprehension exam and an oral interview in English. If they score high enough, they can enter their chosen vocational program. If not, they are counseled into the most similar trade area with fewer English language requirements.

JTPA LEP students include immigrants who are Hispanic, Filipino, and other Asians (Taiwanese, Korean, and so forth). These students take the math portion of the Wide Range Achievement Test (WRAT) and the GATES test for English reading. If the scores on these tests are not high enough, students are counseled into another trade area with easier English requirements.

"Paying" LEP students are generally nonimmigrant foreigners with student visas. Unlike refugee and JTPA LEP students, these students pay their own way and can, generally, take any vocational courses they wish. However, if they do not pass the safety test for that program, the individual teacher decides whether or not they can remain in the class.

When asked why refugee and JTPA LEP students did not have the same degree of freedom to enter vocational programs as the foreign students, the counseling staff explained that because their continued funding for these programs (refugee and JTPA) depends a good deal on successful job placement, it is important to do all that is possible to insure that students successfully complete the program requirements. Therefore, the counselors allow into programs only those students who can successfully complete them. This is understandable, but still leaves an underserved audience.

Although the center offers exceptionally strong VESL instruction that is closely coordinated with vocational instruction as well as bilingual counseling, it does not offer

vocational instruction in the native language. Because word-of-mouth keeps their programs full, there are no target recruitment procedures for LEP students.

Site Three: Secondary Program

Site three is a comprehensive secondary school located in a small city. There are approximately 3,000 students. Over half the students are Asian and nearly 40 percent are Hispanic. The rest are black, majority white, and Native American. Most of the 113 staff members are majority white Americans. Fifteen percent of the staff is Hispanic and six percent is Asian.

Vocational course offerings include business education, home economics, career education, and industrial arts (auto mechanics, auto body, plastics, printing, and woodwork).

All students in the school must take the California Achievement Test (CAT). They must know enough English to pass a safety test in order to be able to take vocational classes. Admission of LEP students to vocational classes depends a great deal on individual teachers. One English-speaking vocational teacher had his safety tests and the audio tapes that accompany his filmstrips translated into Spanish. Other teachers are not so accommodating. The school offers a special consumer home economics ESL class specifically for LEP students. Based on observation of this class, no special techniques or materials for working with LEP students were evident. The students heard lectures in English and took notes in their native languages. The bilingual aide only assisted with administrative details (e.g., ran copies, handed out papers).

There is no recruiting for vocational programs, since employability skills are taught only in the vocational classes, this is particularly important. General ESL classes are available, and bilingual student aides, who receive academic credit for their work, help out in some of the vocational classes.

Site Four: Secondary Program

Site four is a comprehensive secondary school located in a small city. Approximately 3,400 students are enrolled. About 75 percent of the students are members of language minority groups with 50 percent being Hispanic and 25 percent Asian. There are 135 staff members. Eighteen (13 percent) are Hispanic and 9 (7 percent) are Asian.

Vocational course offerings include business education, communications, industrial arts (auto shop, metal shop, woodshop, and drafting) and home economics.

As in site three, LEP students are given special help in some vocational courses and may be denied entrance into certain classes if they cannot pass the safety test. Business education (i.e., typing) courses seemed to offer the most assistance to LEP students. Materials, worksheets, and tests are available to students in English, Spanish, Chinese, and Vietnamese. In addition, some of the business education courses are taught by a bilingual (Cantonese/English) teacher along with a bilingual (Spanish/English) aide. Vocational courses taught by English-speaking teachers did not seem to accommodate LEP students in any special way with the exception of their tolerance of informal bilingual peer tutoring. One consumer home economics class observed had approximately 40 LEP students and a soft-spoken, English-speaking instructor who lectured. The students purchased bilingual dictionaries (Vietnamese/English, Chinese/English, Burmese/English, and Spanish/English) on their own and were busily using them during the lecture. Thus, the students, in a sense, provided their own bilingual instruction.

This school offers some general ESL instruction, but no job development. In addition, there are no specific recruiting efforts for vocational programs.

Site Five: Industry-Based Program

Site five is a manufacturer of circuit boards for computers. Sixty percent of the employees are Asian (Vietnamese, Laotian, Hmong, and Cambodian) and 40 percent are Hispanic, majority white, and black. During 1985, a threeway collaboration among the company, a local college, and the Indo-Chinese Mutual Assistance (IMA) agency produced an on-the-job training program for Southeast Asian refugees that consists of on-site VESL instruction, bilingual job training, and bilingual counseling.

The VESL instruction is paid for by the IMA and is provided by the college at the company site. It consists of 120-160 hours of electronics-related ESL. The VESL instructor works closely with the company's trainer and begins working with the students 1 week before the actual on-the-job training begins. The VESL instruction continues during the training.

The training mainly consists of proper soldering techniques and is carried out by a company trainer with the assistance of multilingual interpreters. The trainees receive a modest wage during the training period, which is paid for by the IMA (50 percent) and the company (50 percent).

Bilingual counseling is available at the IMA. This counseling includes assistance with personal, immigration, legal, as well as with financial problems.

The company guarantees employment for all trainees who successfully complete the training. So far, 50 of the 52 trainees

that completed the first cycle of training and working successfully at the company. Several have already received raises and promotions.

Connecticut

Ethnic Presence in the Community

Connecticut ranks ninth in the U.S. in percentage of LEP persons. The LEP population in Connecticut consists primarily of Hispanic persons and also includes Southeast Asian and Eastern European persons. The majority of the Hispanic population is Puerto Rican (71 percent), followed by Cubans (4.5 percent), Mexicans (3.6 percent), and other Hispanics (21 percent). Most of the Southeast Asians are Cambodian, Vietnamese, and Laotian. There are smaller numbers of Hmong and Thai persons. Most of the Eastern Europeans are Polish, Rumanian, and Hungarian. Connecticut also has some African refugees from Angola and Ethiopia.

The attitudes of the English-speaking community toward the language minority communities depend on the particular language group. Although both the Puerto Ricans and the Southeast Asians are economically disadvantaged, the Southeast Asians seem to experience less discrimination and greater acceptance. Job developers and counselors report that there is a consistent preference on the part of employers to hire Southeast Asians over Hispanics and blacks. Thus, there is more community acceptance toward members of the relatively new language group than toward a group that has been part of the community for decades. Some people believe that this greater community acceptance of refugees is a result of more extensive services available to them by the federal government, local churches, and individuals.

Community Resources

Numerous resources exist for Spanish-speaking persons in Connecticut. In 1983, the Vocational-Technical School System of the Connecticut Department of Education in collaboration with the Department of Human Resources, a local business, and a local university developed a directory of agencies serving Hispanics in the state. Over 250 agencies including Hispanic health providers, legal aid providers, social service agencies, educational programs, religious institutions, and media are represented.

Resources for Southeast Asians include four community-based, private, nonprofit associations, one newsletter in Laoan and one newsletter in Vietnamese. According to one Southeast Asian counselor of refugees, there is only one Vietnamese physician in the state, and there are no radio or television broadcasts in Southeast Asian languages. It is possible for Southeast Asians, as it is for Spanish speakers, to take the driver's license exam

orally in their native language. However, no professional licensing exams are available in other languages other than English.

Employment and Economic Characteristics

According to a report by the Connecticut State Department of Education, the unemployment rate for the general population in 1983 was 7.5 percent. For Hispanics, it was 20.5 percent. The percentage of Hispanics who involuntary work part time is 5.3 percent, those who are discouraged workers is 2 percent, those who are employed below the poverty level is 15.9 percent, and those who are underemployed is 43.1 percent. Thus, according to this report, 86.8 percent of the Hispanics in Connecticut are unemployed or underemployed. The unemployment rate for LEP Hispanics approaches 40 percent (Connecticut State Department of Education, p. 5).

Fewer data are available about the relatively new Southeast Asians in Connecticut. Based on conversations with counselors and refugee assistance personnel, the Southeast Asians are, for the most part, economically disadvantaged. Despite this, they are developing a pattern of taking advantage of job training opportunities, working hard, and moving out of their ghettos.

Resources for LEP Vocational Students

Connecticut has many resources for LEP vocational students. Unlike most other states, Connecticut has a full-time staff member at the state level in the central office of the Vocational-Technical School system whose job is to provide advocacy, planning, and leadership for LEP vocational high school and adult students. As a result, state funds are provided specifically for bilingual vocational education and training. These funds are used along with Refugee and JTPA funds to provide a variety of services for LEP vocational students throughout the state. These services include varying degrees of bilingual counseling, bilingual vocational instruction, VESL instruction, support services (e.g., transportation and child care), and job development and placement. Through an extensive plan that involves the funding sources mentioned and a unique network of agencies and the state's regional vocational-technical schools, LEP secondary and adult students have access to numerous vocational training opportunities that take their special needs into account.

It should be noted the state of Connecticut's BVT programs were formally recognized by the U.S. Secretary of Education in 1985 and were awarded 1 of the nation's 10 awards for excellence.

Site One: Adult Program

Site one is 1 of 17 state regional vocational technical centers and is located in an urban area. There is a total student enrollment of 1,000. Of these, approximately 85 are enrolled in the bilingual vocational training program (BVTP) for Hispanics, a part of the only statewide system for BVTs in the nation. Approximately 120 refugees are enrolled in long-and short-term training programs for refugees. The BVTP offers bilingual (Spanish/English) vocational instruction, VESL instruction, and bilingual counseling in nurse's aide and clerical training. The refugee program offers training in auto body, barbering, digital electronics, mechanical drafting, electro-mechanics, auto mechanics, carpentry, and welding. Services for refugees include vocational training in English, general and prevocational ESL, and bilingual counseling and job placement.

Other vocational programs offered at this site include carpentry, culinary arts, graphic communications, practical nursing, and microcomputer repair during the day and blueprint reading, sheet metal construction, home maintenance, electronics, and plumbing at night.

Of the regular day staff, none of the 16 is bilingual, whereas there are 3 (of 25) bilingual teachers in the evening. Of the three placement specialists in the school, one is an English-speaking American, one is Hispanic, and one is Cambodian. There are four bilingual aides and five ESL teachers.

Refugee LEP students who wish to enroll take the Basic English Skills Test (BEST) and Hispanic students take the Bilingual Vocational Oral Proficiency Test (BVOP). The staff generally tries to counsel Hispanic LEP students to go into the BVTP and refugee students into the refugee program. However, students may opt to take other courses that are not part of these special programs. If they do, fewer language-related services are available to them.

Site Two: Adult Program

Site two is an urban, community-based organization (CBO) that houses nine community programs. One of the nine programs is a job training program funded by the JTPA. Services for this program are provided collaboratively by the Private Industry Council (PIC), the Business Industry Council (BIC), and the CBO. There are currently 15 students enrolled in the electro mechanic program. Eleven of the 15 are Hispanic. The instructor is English-speaking and no ESL or counseling services are available. The program director indicated that the bilingual secretary often functions as a counselor.

In order to enroll in the program, students must be assessed and screened by the PIC. The PIC administers the Wide Range

Achievement Test (WRAT), an instrument originally developed in 1937 for native speakers of English, to determine the arithmetic, spelling, and reading (pronunciation) skills of the applicant. If the applicants demonstrate the appropriate levels of skills, they can begin vocational training (in English) at the CBO.

Job development and placement are provided by the BIC. Support services include child care allowances (\$50/week maximum), a daily food allowance (\$2.00/day), a daily transportation allowance (\$1.50/day), and health services.

Site Three: Secondary Program

Site three is a regional vocational technical school (grades 9-12) with a high school enrollment of 975. Forty-five percent of the students are majority white, English-speaking; 25 percent are black Americans; 20 percent are Hispanic; 8 percent are Portuguese; 1 percent are Asian; and 1 percent are Italian. It is estimated that half of the nonnative speakers of English are LEP. Of the staff, 37 teach academics and 36 teach trades. Three of the academic teachers are bilingual (Polish, Spanish, and Italian/English), and one of the trade teachers is bilingual. One of the five counselors is bilingual (Spanish/English), and there is one Spanish-speaking administrator among four.

Students who wish to attend this school apply from their home schools during the eighth grade. Admission is based 30 percent on the score of a basic skills test, 30 percent on their grades, 30 percent on an interview, and 10 percent on their attendance. The school has an admissions advisory committee with representation by all special groups. The basic skills test, which represents 30 percent of the admissions criteria, is a two-part state test in reading/language arts and math. The test is available in English and Spanish. LEP students take the test in both languages, and the highest scores are those that are considered for admission.

Vocational programs are offered in 17 areas: architectural drafting, industrial electronics, painting and decorating, cosmetology, carpentry, electrical, fashion design, culinary arts, auto repair, machine tool, masonry, baking, graphic communications, mechanical drafting, plumbing, auto body, and electro-mechanical technology.

LEP students are given ESL instruction geared to the languages of the mainstream curriculum of the academic and trade subjects and some limited assistance in their native language with their vocational and academic classes. The school carries out active recruiting in Spanish and has Spanish application forms. There is no formalized job-placement program.

Site Four: Secondary Program

Site four is a comprehensive urban secondary school that offers vocational classes in drafting, printing, automotives, carpentry and cabinet making, graphic arts, metal shop, electronics, business education, and home economics. There are 1,241 students; 47 percent are black, 44 percent are Hispanic, 6 percent are Asian, and 3 percent are majority white. There are 107 teachers, 14 of whom (13 percent) are bilingual (Spanish/English). There are also eight teacher aides, three of whom are bilingual (two Spanish/English and one Laotian/English). All of the four administrators are majority white, English-speaking Americans.

LEP students who wish to take vocational courses are admitted and given limited help in their native language in addition to general ESL instruction. Although there are bilingual counseling services, there are no formal job placement procedures.

Site Five: Industry-Based Program

Site five is a manufacturer of ballasts for fluorescent lamps. Of the 260 employees, 100 are nonnative speakers of English. The company estimates that two-thirds are LEP. About half of the nonnative speakers of English are Hispanic and half are Polish. There are also a few Portuguese and Italian employees.

On-the-job training is provided by supervisors, many of whom speak Spanish. In addition, bilingual peer tutoring is both accepted and encouraged. One of the quality control employees is Polish and assists with interpretation. Most company forms and notices are printed in English, Polish, and Spanish.

The company recently contracted with the local regional vocational-technical school for an ESL class that they provided for their LEP employees for 3 hours on Saturdays. The purpose of the class was to help employees, who have no time to go to school, improve their job-related English skills. The company posted notices about the class in Polish, Spanish, and English. More than 30 workers signed up, and upon completion of the 12-week program, they participated in a graduation ceremony in which they received a certificate and a dictionary.

Site Six: Industry-Based Program

Site six is a manufacturer of beads and chains for drapes, pull cords, and jewelry in an urban area. Half of the 175 employees are nonnative speakers of English, most of whom speak Portuguese. A few other workers are Hispanic, Eastern European, and Southeast Asian. The company estimates that currently only 10 percent of the language minority employees are LEP.

Originally, the company provided on-the-job training in the native language of LEP workers. Later, company officials decided to provide ESL instruction. This voluntary class was offered 2 days per week for 1 hour between shifts. The company donated the teacher; workers donated their time. Company officials say that ESL training has made a tremendous difference in workers' performance.

Recently, the company contracted with a management consulting firm to develop a test to screen new LEP applicants for employment. The test is designed to assess only those skills necessary to perform successfully on the job.

Metropolitan New York

Ethnic Presence in the Community

The LEP population in metropolitan New York is probably the most diverse in the nation. The largest group is Spanish-speaking, and the state of New York ranks third in the nation in number of Hispanics. Public secondary school bilingual programs exist in Spanish, Chinese, French, Haitian Creole, Italian, Greek, Korean, Arabic, Russian, Vietnamese, and Khmer (Cambodian). Metropolitan New York also has large numbers of West Indians, East Indians, Scandinavians, Israelis, Japanese, Poles, Filipinos, Armenians, Maltese, Irish, and Albanians.

New York has always had a multicultural population, although its makeup is constantly changing. Miller (1983) describes this changing diversity of New York in the following excerpts:

You'll find Little Italy looking more like Little China. . . . You'll discover that the Jewish Lower East Side is now substantially more Hispanic than Jewish. . . . You'll learn that capturing the Catholic vote of the city doesn't mean getting only Irish and Italian support, but today means getting the Puerto Rican vote. . . . You'll also notice that New York's greengrocers are no longer Greeks and Italians; now they are Koreans. . . . New York has become less Jewish, Italian, Irish, Polish, Czech, German, and Greek and it has become more and more Black and Hispanic. . . . That's not to say that Jews, Poles, Irish, and so on don't still number in the hundreds of thousands or that they don't continue to have an obvious influence on the lifeblood and spirit of the city. More than a million Jews continue to reside here--more than in any other city in the world, including Tel Aviv--and Goldbergs still outnumber Smiths in the city's telephone directories. (p. 13)

Based on informal observations and discussions, persons from metropolitan New York seem to be more comfortable with racial, ethnic, and linguistic diversity than in other areas of the United

States. Although scores of ethnic neighborhoods still exist, community attitudes seem almost complaisant toward the multicultural nature of the area. One interesting departure from this attitude occurs during elections. Black and Hispanic individuals have not been particularly successful at winning offices. In 1977, three Jewish, a black, a Puerto Rican, and an Italian person ran for a Democratic mayoral primary. It is often said that during this time, race and ethnicity received more focus than issues. The vote was split precisely along ethnic lines.

Community Resources

Metropolitan New York has numerous multilingual resources. There are three daily newspapers in Spanish; two Haitian weekly newspapers (written in both French and Haitian Creole to accommodate the disagreement among Haitians over which language should be used); and local Chinese, Russian, and Yiddish newspapers. There are several Spanish language radio and television stations and some part-time Haitian programming on the radio. When riding in the subway, one sees Spanish ads, multilingual graffiti, and station stop signs in Chinese. Several private and public bilingual education programs exist and religious, legal, medical, social service, and retail establishments are available to accommodate numerous language groups in their respective neighborhood.

Employment and Economic Characteristics

Metropolitan New York has been affected economically by national upturns and downturns as well as by its own fiscal matters. In 1975, an internal fiscal crisis occurred which resulted in laying off over 100,000 workers. Consequently, services related to education, health care, sanitation, housing, and police and fire protection were drastically reduced, especially in poorer neighborhoods.

In addition, as Miller (1983) points out, New York seems to suffer more than other places and to recover less well than other places during nationwide recessions and upswings. For example, in 1977 when the national unemployment rate stood at 7 percent, it was 10 percent in New York. In 1979, when the national unemployment rate dropped below 6 percent, it still hovered around 9 percent in New York.

Some people say that New York's economy has been improving during the 1980s based on an increase in jobs. However, Miller (1983) indicates that this increase has benefited mainly middle-class majority white persons and that unemployment in black and Hispanic neighborhoods has actually worsened. He further explains that between 1950 and the mid-1970s, the percentage of factory work went from one-third of the available jobs to one-sixth. Manufacturing jobs went to the Sun Belt, whereas financial and

service jobs requiring professional skills increased. Unfortunately, due to a decrease in educational services and to an increase in undocumented immigrants, the number of unskilled, undereducated persons in the area continues to increase. Presently, 7 of every 10 jobs are white-collar.

According to the 1980 Census, whereas unemployment for majority whites was a little over 3 percent, it was nearly 11 percent for Hispanic and black persons and a little over 4 percent for Asian persons. The mean household income for majority white persons was \$22,265; for Asians \$21,108; for blacks, \$13,742; and for Hispanics \$12,540.

Resources for LEP Vocational Students

The metropolitan New York area has had substantial access to resources for LEP vocational students, including several federally funded BVT, BVIT, and BVMMT programs. In addition, state education personnel have participated in federally sponsored BVE workshops.

Unlike many other states and districts, the district observed in this study has a full-time staff member at the district level whose job it is to provide advocacy, planning, and leadership for LEP secondary vocational students. As a result of the expertise and efforts of this person and the relatively modest fiscal resources available, a limited number of occupational training programs geared specifically for LEP high school students is available.

However, probably the most significant resource is the Occupational Education Civil Rights Unit of the State Education Department, which formally cited the district for noncompliance with title VI of the Civil Rights Act of 1964, based on its determination that LEP national origin minority students were being discriminated against in vocational education programs. As a result of their extensive investigation, their clear summary of findings, and their recommendations, a significant portion of the district's funds allocated by the Carl Perkins Act will now be used to substantially increase access to vocational education for LEP students and to improve and expand services for them.

It is important to note that it is the strong opinion of the author that the practices of this New York district were no worse and were, in fact, better than the practices found in secondary programs in most other states. The noncompliance citation is viewed here as conscientiousness on the part of the state and as a model for what should be occurring in other states.

Site One: Adult Program

Site one is a daytime adult program located in a large urban high school with a total (adult) student enrollment of 30. The only vocational program offered is cosmetology. Staff estimate that one-third of the students are LEP; most are Haitian, Hispanic, and Italian (there is also one German student).

Students who wish to enroll in this program are screened by application and interview. There are no formal assessment procedures. According to the program supervisor, LEP students are admitted and, if necessary, are tutored in their native language by a bilingual aide. Since no VESL or ESL instruction are provided, LEP students are often referred to ESL classes at other sites. The English-speaking instructor relies on bilingual peer tutoring, bilingual materials, extensive use of demonstration, and individual attention when working with LEP students.

Job placement and counseling services are provided by the program supervisor who speaks English and German. The program makes no particular efforts to recruit, because there is a waiting list to enter. However, the district's Office of Adult and Continuing Education does print and distribute general literature (in English) about all their programs. When asked about the availability of recruiting materials in other languages, staff from this office felt that LEP students were actually too well represented in the district's adult programs to warrant such recruiting.

Site Two: Adult Program

Site two is a Saturday adult program located in an urban high school. Approximately 105 students attend this program, which offers office skills, comparative literature, word processing, keyboarding, and ESL. Approximately 38 percent of the students are Hispanic, 30 percent are black Americans and West Indians, 22 percent are majority white, 6 percent are Asian, and 4 percent are Haitian. Of the seven instructors, two are Hispanic (and bilingual) and five are majority white; however, one of the majority white instructors is bilingual (English/Spanish). There are also one majority white administrator, one multilingual (English/Spanish/Italian) clerical person, and one English-speaking guard.

According to the site supervisor, LEP students must take general ESL classes before they can begin the vocational programs in office occupations. Advanced ESL students (i.e., those who have completed ESL 1 and ESL 2) can take Keyboarding 1 LEP that focuses on both ESL and typing. The instructor in this special class is bilingual and uses Spanish to clarify in addition to demonstration and informal bilingual peer tutoring for Haitian and Asian students.

Due to funding cuts, this program no longer offers counseling or job placement services. Students must travel a good distance to the central office on a weekday if they need these services.

Site Three: Secondary Program

Site three is a new urban vocational technical center that serves students from numerous comprehensive high schools on a shared-time basis. At the time of the visit, the center had a total enrollment of 200, 81 (40.5 percent) of whom were classified as LEP. The center has a present enrollment of 350, with 112 (32 percent) LEP students, and expects to reach an eventual enrollment of 900-1,000. The language breakdown of LEP students is 68 percent Spanish, 10 percent Khmer, 9 percent Chinese, 6 percent Haitian Creole, 4 percent Vietnamese, 2 percent Laotian, and 1 percent Burmese. Most of the non-LEP students are Hispanic and black. Five of the 17 teachers are bilingual.

Vocational program offerings include computer-assisted drafting and design, electronics/computer maintenance and repair, building maintenance and repair, precision machine technology, air condition and refrigeration, major appliance repair, gas and electric welding, and upholstery and furniture refinishing.

Students who wish to enroll in this center are referred by their comprehensive high schools (feeder schools). All testing is carried out at the feeder schools. Although this vocational technical center requires no entrance examination, it does require at least 1 year of ESL instruction (at the feeder school) before LEP students can enroll.

According to the principal, the center originally offered two vocational programs solely for LEP students. These two programs provided instruction and materials in the students' native languages. However, a problem arose when LEP students began requesting other program areas where no special services were available to them. As a result, LEP students are placed in any trade area they want but cannot receive the degree of special assistance they previously received in the two special classes. Nevertheless, an ESL instructor was recently hired who is presently developing VESL curricula. In addition, bilingual aides help out whenever possible. Vocational teachers have acquired bilingual materials and encourage informal bilingual peer tutoring.

The center recruits extensively by visiting with feeder schools and hosting tours of their facilities. Tours are conducted in Spanish, as needed, and a slide-tape presentation about the center was recently developed in Spanish. The center also provides extensive job development and placement services.

Site Four: Secondary Program

Site four is a large urban comprehensive high school with an enrollment of 2,200. The ethnic breakdown of students is 71 percent black American, 15 percent Hispanic (mostly Puerto Rican, Dominican, and Central American), 9 percent Haitian, and 5 percent West Indian. Two hundred (9 percent) of the students have been classified as LEP by the school's title VII bilingual education program staff. Identification of limited English proficiency is based on the Criterion Referenced English Syntax Test (CREST) and the Language Assessment Battery (LAB).

Vocational course offerings include business education, cosmetology, and health careers. Although a full range of bilingual support is available in the academic subjects (in both Spanish and French), little is available for students in vocational programs. ESL instruction is available, however, the ESL teacher was not even aware of whether or not any of her students were enrolled in vocational programs. In addition, although the school has developed extensive multilingual (English/Spanish/French) recruiting materials that specifically promote the school's vocational programs, the bilingual guidance counselor indicated that she counsels all LEP students to go into the bilingual academic curricula.

Vocational teachers indicate that they rely a good deal on informal bilingual peer tutoring as well as demonstration and individualized assistance when working with LEP students.

Employability skills and job placement assistance are provided by the vocational teachers.

Southeastern Michigan

Ethnic Presence in the Community

The LEP population in Michigan consists of nearly 80 language groups. The largest 15 language groups are Spanish, Arabic, Chaldean, Vietnamese, Albanian, Ojibwe, Italian, Chinese, Korean, Romanian, Greek, Finnish, Polish, Hindi, and Lao. Michigan ranks 10th in the nation in numbers of Spanish-speaking persons, and Hispanics make up 2 percent of the state's population. Of these, most are Mexican-Americans, followed by Puerto Ricans, Cubans, and other Latin Americans. Many Mexican-Americans are migrant farm workers or the descendants of farm workers.

Southeastern Michigan contains neighborhoods where the presence of the descendants of earlier waves of immigrants is still apparent. Examples of these neighborhoods are "Poletown" and "Greektown." Shortly after the turn of the century, the auto manufacturing "boom" in Southeastern Michigan brought many immigrants to that region. The availability of jobs in auto factories coupled with the tensions contingent upon the decline

and break-up of the Ottomon Empire in the Middle East drew large numbers of Lebanese (Christians, Moslems, and Druze) and Chaldeans (from what is now Iraq) to the region. Since then, there have been three waves of immigration from the Middle East: after 1948, after 1967, and since the more recent invasions of Lebanon. Recent Arabic-speaking immigrants from all countries of the Middle East (especially Lebanese, Syrian, Palestinian, and Yemeni), along with the descendants of the original wave, have created in Southeastern Michigan the largest Arabic-speaking community in the United States and the second largest in the Western Hemisphere (Sao Paolo is first).

More recently, large numbers of Southeast Asian refugees (Vietnamese, Khmer, and Hmong) have been residing in Southeastern Michigan.

Many persons in Southeastern Michigan take pride in the ethnic diversity in their community. This enthusiasm is evidenced by the many, well attended ethnic festivals celebrated during the summer months. However, serious ethnic tensions also exist, some of which have resulted in violence. When the U.S. auto industry began to suffer layoffs as a result of competition with Japan, Asian-Americans and other people, perceived to be Japanese, in the area faced angry words and more violent reactions from frustrated members of the community. In the same way, Arab-Americans in the community have been the brunt of angry accusations and cruel jokes due to situations such as the oil embargo and increased terrorism in the Middle East. There have also been divisions among the Arabic-speaking peoples themselves, some of which are reflective of the various national and sectarian divisions of the countries of their origin.

Finally, it is important to note that due to the economic and employment problems in the area, many majority white skilled workers have been leaving the area to take advantage of better employment conditions in the Sunbelt. As a result, the ethnic makeup of Southeastern Michigan has been changing substantially over the past 10 years and consists of proportionally fewer majority white persons and more minority persons. This change is likely to continue as political instability continues in the Middle East and in Latin America.

Community Resources

Southeastern Michigan has a variety of multilingual resources. The Spanish International Network (SIN) and a number of radio programs broadcast in the area's many languages. Two weekly programs in a UHF channel broadcasts in Arabic. One attracts a largely Chaldean audience, whereas the other attacks a more general (Arabic-speaking) one. Weekly or monthly newspapers are published in Arabic, Greek, and Spanish. Mosques and churches serve the various denominations in the various languages. Some churches provide dual language services. An extensive

infrastructure of community-based organizations and legal and medical programs exist for the various language groups.

Employment and Economic Characteristics

The economy of Southeastern Michigan is still heavily dependant on the auto industry. The 1973 oil embargo and the later recession (1979-1981) caused serious damage to the area's economy--damage from which Southeastern Michigan has yet to recover.

According to the 1980 Census, the unemployment rate for majority whites was 9.5 percent; for blacks, 22 percent; for Hispanics, 16 percent; for Asians, 7 percent; and for Native Americans, 19 percent. A study sponsored by the Michigan Department of Education and conducted by Eastern Michigan University indicates that little additional data are available on minority employment that contain breakdowns according to all the major language minority groups: Arabs, Hispanics, Chaldeans, and Indochinese (Eastern Michigan University, 1981). One report indicates that Hispanics are the fastest growing minority group in the state; over three quarters of all Hispanics employed within the state work in low-paying jobs; the unemployment rate for Hispanics is almost double that of majority whites; and occupations within the state that have the highest rate of employment do not have training programs that attract Hispanics (Michigan Employment Security Commission, 1980).

According to the Michigan Employment Security Commission (MESC), the 10 occupations with the largest number of job openings expected annually (in descending order) in the state are secretary, retail salesclerk, bookkeeper, nurse's aide/orderly, farmer/farm manager, typist, licensed practical nurse, and carpenter.

Resources for LEP Vocational Students

The state of Michigan has conducted a variety of activities related to LEP vocational students since the late 1970s.

For example, in 1978, the Michigan Department of Education funded a three-phase project that assessed the voc-ed and career guidance needs of LEP students, parents, and school personnel; adapted and developed bilingual vocational guidance materials; and developed staff training procedures. The project focused on Arabic/Chaldean, Ojibwe, Spanish-speaking, and Vietnamese persons.

In 1980, Eastern Michigan University received federal BVIT funding to train instructors to work with LEP vocational students. This funding has continued for 6 years.

In addition, Michigan Department of Education personnel have participated in several federally sponsored staff development workshops.

As a result of these efforts, several reports focusing on bilingual vocational education have been developed and are available from the Michigan State Board of Education:

- o Vocational Education for Limited English Speaking Populations in Michigan: An Assessment of Needs
- o Michigan's Model for Delivering Vocational Education to Secondary LEP and Minority Language Students: The Model
- o Michigan's Model for Delivering Vocational Education to Secondary LEP and Minority Language Students: Strategies and Techniques

Site One: Community-Based Organization

Despite the fact that recruiting materials for adult education programs are available in English, Spanish, and Arabic, adult education administrators in metropolitan Southeastern Michigan indicate that LEP students rely more on community-based organizations for their counseling and training needs.

Site one is an urban CBO that serves Arab-American and Chaldean adults in the community. This nonprofit organization mainly provides counseling, a referral service for persons in need of health care, education, and other social services.

Recently, this agency received funding by the Department of Social Services to administer a 9-month job training program for 25 Chaldean adults. The program includes ESL instruction, employability skills training, and on-the-job training. The program provides participants with a minimum wage and with transportation. Child care assistance has not been a problem because it is available through extended families.

Recruiting consists of direct contact with persons receiving public assistance. The Department of Social Services provides these names to the agency. The agency also disseminates its general brochures in both Arabic and English.

The agency also sponsors an Annual dropout prevention conference that focuses on strategies for decreasing the dropout rate among Arab and Chaldean high school students in the metropolitan area.

Site Two: Secondary Program

Site two is a modern urban vocational technical secondary school located close to a large medical complex. It serves 11th- and 12th-grade students from over 20 comprehensive high schools on a shared-time basis. There is a total enrollment of 900. Ninety-four percent of the students are black, three percent are Hispanic, two percent are majority white, and one percent are classified as "other." Most of the "other" students are Arabic-speaking and Hmong. There are 36 teachers; 78 percent are black, 17 percent are majority white, and 5 percent are Phillipinos. There are also 3 counselors, 13 teacher aides, 1 placement specialist, 5 administrators, 2 maintenance/janitorial staff, and 5 administrators. One of the 13 teacher aides is bilingual (Spanish/English).

Most of the 15 vocational program offerings focus on health services occupations and graduates often serve the nearby medical complex. Course offerings include dental assistant, histology technician, home health care assistant, medical/diagnostic assistant, medical laboratory assistant, nursing assistant, optometric assistant, pharmacy technician, practical nurse, ward clerk, cosmetologist, printer, commercial photographer, commercial artist, and business machine technician.

Students who wish to enroll are referred by their "home" comprehensive high schools. All assessment takes place at the home school. According to one of the center's counselors as well as district administrators, no persons can be denied entrance to the center because of limited English proficiency. The center has a bilingual (Spanish/English) aide who can tutor and counsel Spanish-speaking students, if necessary. No bilingual assistance is available in other languages and no VESL or ESL instruction is offered. Bilingual instruction is available in the home schools for academic subjects. According to documents, general ESL instruction is also provided by the home schools; however, interviews with two of the "ESL" teachers indicated that "ESL" instruction was actually academic content instruction using the native language (i.e., bilingual instruction).

Teachers in the center indicate that when working with LEP students, they rely a good deal on demonstration, visual aids, speaking (English) extra clearly, and bilingual peer tutoring. One instructor subclusters his curriculum if students cannot handle the entire program. That is, he helps the students "specialize" in one small area of the curriculum and if the student cannot successfully manage other areas, the student is placed on a job that can accommodate that particular specialization.

Due to efforts at the district level, many bilingual recruiting materials exist for all of the area's vocational technical centers. These materials include videotaped presentations in English, Spanish, and Arabic. Although

recruiting takes place at the district level, job development and placement services are available in the center; however, no special kinds of services are provided for LEP persons.

Site Three: Secondary Program

Site three is a modern vocational technical center located in a large urban area. There are 857 students enrolled and 21 (less than 3 percent) are classified as LEP. Of the LEP students, 18 (86 percent) are Arabic, 2 (10 percent) are Hmong and 1 (4 percent) are Chaldean. The school also has three Hispanic students who are not considered LEP. Of the instructional staff, 28 are black, 14 are majority white, 1 is Mexican-American, 1 is Asian, and 1 is Arabic-speaking.

There are over 20 vocational programs offered here on a shared-time basis, including accounting management, air conditioning/heating/refrigeration, auto body, auto service, computer console operations, data entry, electronics, fashion merchandising, food services, horticulture, hospitality, machine shop, mass media communications, protective services, small engine and marine repair, welding, and word processing.

Like site two, students who wish to enroll are referred by their home high schools. There was disagreement over whether LEP students were screened out. One staff member indicated that students must attain a certain score on an English proficiency test in order to be admitted to the center. Another staff member indicated that all LEP students who wish to enroll can. The center has a bilingual (Arabic/English) aide who tutors students and counsels them in their native language. Teachers indicate that they rely a good deal on individualized assistance and bilingual peer tutoring with LEP students. However, one instructor said that she had to send a student back to the home school because the student could not understand any English.

As described in site two, bilingual recruiting for this center exists at the district level; no VESL or ESL instruction is offered; and job development and placement services are provided without special considerations for limited English proficiency.

Coastal Texas

Ethnic Presence in the Community

The LEP population in Coastal Texas consists mostly of Hispanic and Asian persons. Texas ranks second in the nation in both numbers of Hispanics and percentage of Hispanics. Hispanics represent 21 percent of the entire state's population and nearly 17 percent of the area examined here. Asians represent nearly 2 percent of the metropolitan area, blacks 20 percent, and majority whites 70 percent.

Most of the Hispanics and Mexican American (both U.S. and Mexican born) and Central Americans. Included in the Central American group are an estimated 80,000 undocumented Salvadoreans. Most of the Asians and Chinese, Vietnamese, and Chinese-Vietnamese.

Community Resources

Numerous resources exist in this multicultural area. At least 16 local ethnic newspapers, newsletters, and magazines can be identified, 9 of which are Hispanic and 4 of which are Asian. There are 7 non-English radio stations and over 10 ethnic chambers of commerce. Ethnic neighborhoods also exist. There are several Hispanic areas, three Chinatowns, and one Vietnamese area.

At least six neighborhood centers serve the community and many offer services in Spanish, including health, financial, energy assistance, mental health, legal, senior citizens, day care, nutritional, and housing services. An annual 3-week Hispanic fiesta has also been serving the community since 1969. The purpose of this Fiesta, which is organized and funded by 40 private organizations, is to promote a better understanding of Hispanic cultures and to provide for the advancement of Hispanic talent and potential.

Asian neighborhoods offer private legal, medical, and banking services as well as a multitude of commercial retail establishments for Vietnamese and Chinese: restaurants, movie theaters, bookstores, beauty salons, auto repair shops, insurance, furniture, film development, and lily pond accessories. It is interesting to note the active advertising of non-Hispanic and non-Asian establishments in Hispanic and Asian newspapers.

Employment and Economic Characteristics

According to the 1980 Census, the unemployment rate for Hispanics in this area was 4.5 percent, as opposed 2.7 percent for majority whites. Since then, the "oil slump" has caused the unemployment rate for Hispanics to exceed 10 percent. This high unemployment is the result of both poor economic conditions as well as poor social conditions. A local labor market publication recently discussed the employment problems of Hispanics in the area and cited several reasons for their high unemployment and underemployment. These reasons include lack of appropriate training, lack of English skills, unrealistic expectations, poor work histories, and unbusinesslike attitudes.

Resources for LEP Vocational Students

Coastal Texas has had access to a variety of resources relevant to LEP vocational students. During the past 10 years,

various institutions throughout the state have received federal funding for at least one BVIT, one BVMMT, and four BVT programs. Three of these six federally funded projects have operated in the actual area observed here, and one is still in operation. Success stories about one of the BVT programs have appeared in local newsletters as well as in a national education journal. During 1985, the federal government sponsored BVT training workshops in 12 states including Texas; however, records indicate that the Texas session was cancelled due to a lack of adequate participant response.

Other resources include refugee programs that provide vocational instruction and some modest state resources. Vocational education personnel from the school district observed indicate that \$28,000 of their \$1.4 million in funds (0.02 percent) allocated by the Carl Perkins Act are used for LEP-related activities. Presently, these funds are being used to develop a film.

Two other resources with possible relevance to services for LEP vocational students are the "Texas Education Code" and the "Texas Administrative Code." The former document indicates that students cannot be pulled from instruction in one subject area to receive instruction in another. The latter document indicates that a district must ensure that planning and communication occur between the ESL teacher and those who may have the student for other subjects.

Site One: Postsecondary Program

Site one is on 1 of 36 campuses of a large community college system. This system serves a total of 25,415 students. The students are 60.2 percent majority white, 21 percent black, 10.3 percent Hispanic, 7.4 percent Asian, and 0.2 percent Native American. The rest of the students are classified as "non-residents."

The campus observed offers over 40 programs in such areas as business careers, technical education, consumer services, industrial education, social sciences, data processing, and fine arts. Other campuses offer training in these areas as well as in health careers and in sales, marketing, and management careers.

According to information from the college catalog, the only requirement for admission is graduation from an accredited high school. This document also indicates that nongraduates over 18 years old who have been out of school for more than 1 year may be admitted on an individual basis. In addition, foreign students (i.e., students with nonresident visas) who do not have adequate proficiency in English must first take "developmental courses" and, if they attempt to take any other courses, they will be immediately withdrawn without receiving a refund.

The program visited is a special air conditioning and refrigeration program for Hispanic LEP students. Students who wish to enter this program must be LEP, at least 18 years old, a local resident, a U.S. citizen or permanent resident, and Hispanic. Students receive counseling, instruction, materials, and job placement services in English and Spanish. Recruiting is in English and Spanish. At one time, this program received federal BVT funding and, in addition to the services mentioned, provided VESL instruction and a formal assessment process (bilingual basic skills and English proficiency testing). These services became unavailable after the funding stopped; however, it is important to note that the services that remain are a direct result of that funding and have become institutionalized.

Site Two: Postsecondary Program

Site two is a refugee program on the same campus as site one. Most of the students are Southeast Asians and some are Cuban or Haitian. Although students may choose to enter any vocational program, most enroll in air conditioning, auto mechanics, electricity, and clerical occupations.

Students who wish to enter the program must have official refugee status and must take the Test of Adult Basic Education (TABE). The results of this test determine whether or not a student can begin vocational instruction. Students whose English proficiency is not adequate enough are given general ESL instruction until they can improve their scores on the TABE. Students who pass the TABE, but are still LEP, receive VESL instruction along with their vocational instruction. Bilingual counseling (Vietnamese/English) is available to both groups of students. Although no bilingual vocational instruction is offered as part of this program, one of the (English-speaking) vocational teachers who instructs many refugee students voluntarily seeks out advanced bilingual students who (also voluntarily) translate his instruction sheets into Vietnamese, Chinese, and Spanish. This instructor has also developed bilingual videotaped presentations with the help of advanced bilingual students. According to many students, this monolingual, English-speaking vocational teacher is quite popular among LEP students.

Site Three: Secondary Program

Site three is a comprehensive urban secondary school. There are approximately 2,800 students. Eighty percent of the students are Hispanic, 10 percent are black, 5 percent are Asian, and 5 percent are majority white. Most of the Hispanic students are Mexican-American. School staff estimate that only about 175 students have serious problems understanding English. The dropout rate for the school is 50 percent. Three of the 20 vocational teachers (15 percent) are Hispanic and Spanish is used in those three classes. The percentage of Hispanic academics instructors

is also 15 percent (16 of 109), and 50 percent of the school administration is Hispanic.

Vocational course offerings include office education, cosmetology, auto mechanics, marketing and distributive education, electronics (radio and TV), and bilingual teacher education training prelab. An off-campus work co-op program is also available that consists of one theory course (on campus) and two off-campus classes in the areas of marketing education, coordinated vocational academic education (CVAE), home economics, industrial training, office education, and bilingual teacher training coop.

According to vocational program literature, requirements for program entrance include a grade average of "C" (except for the CVAE program), good attendance and conduct, a genuine interest, taking the General Aptitude Test Battery (GATB) test, and being at least 16 years old (for off-campus programs). According to a school counselor, LEP students must take a special English proficiency test administered by district bilingual education office. This test, the Language Assessment Scales (LAS) determined ESL level. LEP students who wish to enter vocational classes receive general ESL instruction concurrently with regular vocational instruction. According to both vocational and ESL teachers, there is no joint planning or coordination between them. Vocational counseling services are available in English and Spanish. Job development and placement services are available (in English) at a central district office. Recruiting consists of handing out a one-page description of vocational courses to homeroom teachers in case they feel they have any students who could benefit from one of the programs. It is interesting to note that the only high school programs discussed in the district's bilingual (Spanish/English) parents' guide are "regular," "advanced," and "advanced with honors" programs.

Site Four: Secondary Program

Site four is an urban comprehensive high school with a total enrollment of 1,094. The ethnic breakdown of students is 45.7 percent Hispanic, 37 percent black, 15.8 percent majority white, and 1.5 percent Asian. Ninety students (8.2 percent) are categorized as having problems with English. Ten of those 90 are categorized as ESL students (those with serious problems with English), and 80 are categorized as category "C" students (those with enough of a problem to warrant some special help).

A total of 908 students are enrolled in the school's vocational education programs. Of these, 44 percent are Hispanic, 39 percent are black, 16 percent are majority white, and 1 percent are Asian. These enrollments are proportionate to the general student population with regard to ethnicity.

There are a total of 48 teachers; 26 (54 percent) are majority white, 17 (35 percent) are black, and 5 (10 percent) are Hispanic. Within the vocational education faculty, alone, 5 (56 percent) are majority white, 3 (33 percent) are black, and 1 (11 percent) are Hispanic. Of the clerical workers, 5 (63 percent) are majority white, 2 (25 percent) are black, and 1 (12 percent) is Hispanic. There are also three guidance counselors (two majority white and one black), one majority white nurse, one majority white librarian, and one majority white registrar.

Vocational course offerings include agriculture/horticulture, marketing and distributive education, office and business education, home economics education, and cooperative vocational education.

Students who speak a language other than English at home are tested for limited English proficiency by the district's bilingual education office. In addition, 9th-grade students are given the California Occupational Preference System (COPS) to determine their potential for vocational education. After students enter the vocational education program, they take the General Aptitude Test Battery (GATB). Although the GATB is available in Spanish, it is administered only in English. LEP students in vocational education programs are given remedial English help, not bilingual, ESL, or VESL instruction. Vocational teachers indicate that they rely on demonstration, informal bilingual peer tutoring, and modifying their English (speaking slowly and repeating) when working with LEP students. Vocational counseling is available in English. Although the counselor is not bilingual and has had no training in counseling LEP students, a sincere interest in helping these students with both personal and educational problems was evident. The school employs one bilingual (Spanish/English) aide who, essentially, assists in the main office and with parent conferences. There are no formal recruiting procedures for the vocational programs although the vocational counselor indicates that he visits 10th- and 11th-grade classrooms to inform students about the vocational education programs. These visits occur in English. Job placement services are available at a central office.

It is important to mention that this school district recently imposed a strict attendance policy in which all students who miss 5 days of school without proof of illness will receive automatic failures in all of their classes. Counselors and teachers indicate that this policy has particularly affected Hispanic students who are often in the position of having to stay home and care for siblings and other family members. As a result, the Hispanic dropout rate has worsened--students who know they will receive automatic failures see no point in staying in school. In addition, students who do not pass the district's new competency test (in English) will not receive a high school diploma.

North Central New Mexico

Ethnic Presence in the Community

The State of New Mexico is vast in size (fifth largest in the United States), small in population (1.3 million residents), and ranks first in the nation in percentage of Hispanics (36.6 percent). According to the 1980 Census, there are also between 101,300 and 110,000 American Indians in New Mexico, which represents roughly 8 percent of the state's population. Recently, Southeast Asian refugees have also taken residence there. The largest non-English language groups found in New Mexico are Spanish, Navajo, and the Pueblo languages of Keres, Zuni, Tiwa, Tewa, and Towa. In North Central New Mexico the major groups are Spanish and the Pueblo groups.

Spanish-speaking people and Pueblo Indians have a long history in New Mexico. During the 1500s, Spanish explorers came to the Americas and found Indians. It is said that the Pueblo Indians got their name from these explorers who upon seeing the Indians' compact, multichambered homes, built around plazas, were reminded of the villages (i.e., "pueblos") of Spain.

During the late 1500s, the Spanish government took possession of the southwest and the Pueblo country was divided into districts; each was given a Spanish name and assigned a Catholic priest. Required to take oaths of allegiance to the Catholic church and Spain, the Pueblo Indians revolted in 1680 and enjoyed 12 years of independence. This revolt is the only instance where extensive territory was recovered and retained by Native Americans through armed force. Spanish rule began again in 1692 and continued until the Mexican Revolution (1821). Indians were then declared citizens of Mexico and lived under Mexican authority along with the Spanish residents. In 1848, as a result of the war between Mexico and the United States, Mexico ceded New Mexico, Upper California, Arizona, Southern Colorado, Texas, Southern Utah, and Southwestern Nevada to the United States. At that point, both the Indians and the Spanish came under U.S. authority and special provisions to protect the rights of both groups were included in the Treaty of Guadalupe Hidalgo. Since then, numerous bitter land disputes have erupted between the Indians and the U.S. government and among the Indians themselves.

It is interesting to note that there seems to be a tendency in New Mexico for southern Spanish-speaking New Mexicans to refer to themselves as Mexican-Americans and for northern Spanish-speaking New Mexicans to refer to themselves as Spanish. It is also true that most Pueblo Indians have Spanish names.

The communities observed in this study were approximately 95 percent Spanish-speaking and 5 percent Pueblo Indian. There were only a handful of majority whites, and there were no black residents. Most tension in these communities seem to occur between Mexican nationals and the long-time Spanish-speaking

residents. According to many local educators and journalists, one of the major problems in the community is teenage pregnancy.

Community Resources

The communities in North Central New Mexico are multicultural and the best community resources are simply the people. Few special efforts to serve Hispanics are necessary since nearly everyone is Hispanic. In larger towns, English is mostly used among Hispanics. In small isolated towns, Spanish is mostly used. In the pueblos, Indian languages and English are used.

Restaurants serving New Mexican food abound and colorful chains of hanging chile peppers can be seen throughout the area. Outdoor markets featuring Indian artwork and crafts are plenty; however, few pueblos are open to non-Indians.

A local fast-food establishment features both Indian artwork as well as some new Mexican "murales." Nearly all schools have "murales" and serve New Mexican food. Many Spanish-speaking persons know a few words in the various Pueblo Indian languages. Since nearly everyone is bilingual, virtually all community resources are bilingual. State and road signs depicting Spanish names include the appropriate diacritical marks. Unlike in other sites in this study, most of the families residing in the area have been there for several generations.

Employment and Economic Characteristics

The economy of New Mexico depends a good deal on agriculture, wholesale and retail trade, government jobs, and services (health, business, tourism). The unemployment rate has hovered around 9 percent for the past 2 years. Due to slumping energy prices, New Mexico, along with the rest of the Southwest, has experienced relatively high unemployment and relatively low income growth.

According to the New Mexico Labor Market Review (1986), the unemployment rate for the predominantly Hispanic communities in North Central New Mexico ranges between 20 and 30 percent. According to local job developers and placement specialists, the unemployment rate in their area is aggravated by two major tendencies: the reluctance of many local residents to allow new business and industry into their communities coupled with their reluctance to leave their towns for more economically promising locales. Many of these tendencies were evidenced by the fact that virtually all of the adult and secondary education personnel interviewed were born and raised in the towns in which they were teaching. In addition, during our visit, a major motion picture company attempted, unsuccessfully, to enlist the support of one of the small towns to allow for the filming of a motion picture. Local residents were leery of how the filming of a Hollywood film might negatively affect their life-style.

The economy on Indian reservations is supported chiefly through government provisions, ranching and farming, arts and crafts, and, in some cases, tourism.

Resources for LEP Vocational Students

North Central New Mexico has some resources for LEP vocational students.

In 1980, Northern New Mexico Community College developed a series of VESL materials in the areas of diesel mechanics, meat cutting, auto mechanics, auto body, and barbering/cosmetology. These materials are available from ERIC.

In 1985, state department of education personnel participated in a federally sponsored BVT workshop designed to capacitate and orient them to the BVT Model. In 1980, state department of education personnel participated in another federally sponsored workshop, this time to help them develop a state-wide plan to implement the BVT Model. In addition, during the time of this study New Mexico had one federally funded BVT program for Navajo adults to train them in carpentry and culinary arts and a refugee program in Albuquerque for Southeast Asians.

The state of New Mexico does not presently have any special set-asides for LEP students within the funds allocated by the Carl Perkins Act.

Site One: Adult Program

Site one is an adult vocational-technical institute located in a medium sized town. There are 1,200 full-time and 800 part-time students enrolled. Students come not only from the local area but from other towns throughout northern New Mexico. Boarding for these students is available through an arrangement with a local university.

Eighty-five percent of the students are Hispanic, 14 percent are majority white and one percent are American Indians (both Navajo and Pueblo). According to an administrator, the only students who need ESL are foreign students and undocumented Mexicans.

Of the 145 teachers, 75 percent are Hispanic, 24 percent are majority white, and one percent is black. All of the five top level administrators are Hispanic.

Instructional programs are offered in developmental (i.e., remedial) studies, business occupational (15 programs), health occupations (3 programs), technical education (7 programs) and trade and industrial education (8 programs).

Students who wish to enroll in this school take the Test of Adult Basic Education (TABE), the California Achievement Test (CAT), and the Armed Services Vocational Aptitude Battery (AFSVAB). According to the counselor, students who do not read at a 10th-grade level, as determined by the TABE and CAT, receive remedial services concurrently with their technical training. Remedial services usually focus on English literacy and math skills. As mentioned, ESL is used only for foreigners, not for local residents.

Recruiting materials are only in English; however, local bilingual radio stations conduct regular public service talk shows about the school. Counseling and job placement services are carried out by bilingual people who are from and are thoroughly familiar with the local cultures. Most vocational teachers are also bilingual and use both languages more as a matter of custom and comfort than a need to clarify.

Site Two: Adult Program

Site two is one of three campuses of a community college located in an isolated, rural area. There are 679 full-time and 500 part-time students. Eighty percent of the students are Hispanic, 15 percent are majority white, and five percent are Indian. The staff is 50 percent Hispanic and 50 percent majority white with the addition of one native American and one Asian.

Vocational course offerings include 15 associate degree courses in agriculture, business, health services, marketing and technical areas, and nearly 30 certificate programs in business education, health occupations, trade and industrial education, and marketing education.

Students who wish to enroll complete an oral interview and the TABE to determine their vocational interest and their English proficiency, respectively. Students who do not read at a third grade level (in English) are referred to a general ESL class and they may not begin their technical training. Yet, students who read between the 3rd- and 10th- grade levels begin their vocational training and concurrently receive remedial English and VESL instruction. Bilingual vocational instructors indicate that they use both languages when teaching, and monolingual English-speaking vocational teachers indicate that they rely on demonstration and informal bilingual peer tutoring. One bilingual instructor noted that he used Spanish for the more rural students because they preferred it and for the English-dominant students so that they could enhance their Spanish and better serve Spanish-dominant customers.

Recruiting procedures include making school visits and bilingual presentations, mailing out flyers in English, hosting open houses, and advertising in the local media. Counseling and

job placement services are provided by bilingual people who come from the area and are familiar with the local cultures.

Site Three: Secondary Program

Site three is a comprehensive high school located in a medium-sized town. There are 560 students enrolled, all of whom are Hispanic with the exception of 1 Navajo student. All of the 43 teachers are Hispanic and all were educated at the local university.

All students are enrolled in general and academic curricula. Juniors who need extra courses in order to graduate (because of failures) attend a vocational-technical institute, (site one) in the evenings in addition to attending high school all day. If they successfully make up the credits and wish to remain in the vocational program, the state pays for them to attend afternoon classes at site one on a shared-time basis. Thus, students who wish to enroll in a vocational curriculum must show that they are in need of additional credits in order to graduate. Then they are given the recruiting materials from site one by their counselor.

Other vocational courses available in the home high school are woodworking, typing, and home economics. Teachers for these courses are bilingual, and most indicate that they use Spanish occasionally when an LEP student (usually from Mexico) enrolls. The counselor is also bilingual and provides a good deal of personal counseling, including assistance with matters related to birth control and pregnancy.

Despite the fact that this school essentially serves disadvantaged Hispanics, the annual dropout rate is said to be less than three percent.

Site Four: Secondary Program

Site four is a comprehensive high school located in a medium sized town. There is a total student enrollment of 1,300. Ninety-one percent of the students are Hispanic, 5 percent of the students are majority white, and 4 percent of the students are native Americans. There are rarely students with difficulty understanding English. There are 64 teachers; 50 (78 percent) are Hispanic and 14 (22 percent) are majority white. There are also five Hispanic counselors, four Hispanic administrators, and two nurses (one Hispanic and one majority white).

Vocational course offerings include business education, industrial arts, and home economics. All vocational teachers are Hispanic and bilingual. English is the predominant medium for instruction although Spanish is often used with students who are bussed in from rural areas as well as for affective purposes. There is no ESL or VESL instruction.

The annual dropout rate at this school is about 4.5 percent.

Site Five: Industry-Based Program

Site five is a large scientific laboratory that is the largest employer in the area, along with the schools. This site has several programs to encourage local students to follow careers in science and technology.

One program is a co-op program for high school seniors in site four. Students in this program may work in any area of the laboratory appropriate to them, including clerical, technical, or managerial. The second program is an after-school science program for seniors who are strong in science. Both programs provide training and experience that will enhance students' skills and increase their chances of eventually being employed fulltime with this company.

CHAPTER IV

RESULTS ACROSS ALL SITES

This chapter synthesizes and presents the case study data across all seven areas by the following categories: recruitment; assessment; policy, planning, and leadership; vocational instruction; ESL instruction; employability skills instruction and job placement; and staff development.

Recruitment Across All Sites

Efforts to recruit LEP students into vocational programs range from none to extensive across the 27 sites observed. Of these sites, eight (30 percent) do no recruiting at all. All of these eight sites are comprehensive high schools whose guidance counselors are responsible for informing students about vocational programs. In fact, 80 percent of the comprehensive high schools observed do no recruiting or even informing about vocational programs. There is no question that these counselors demonstrated strong biases against vocational education and even stronger feelings that vocational education was inappropriate for LEP students. One of the most common reasons given was that LEP students would hurt themselves in vocational classes because they would not be able to comprehend safety instructions in English. Interesting, only 16 of the 46 vocational classes visited (35 percent) had any safety signs in English. These counselors expressed genuine surprise when told that some of the benefits of vocational education related to dropout prevention, participation in postsecondary education, and earnings.

Of the 19 sites that do recruiting for their vocational programs, 13 (68 percent) modify their recruiting procedures in at least one way to try to inform and attract LEP students. The most commonly used recruiting methods for LEP students and the number

of programs employing those methods are as follows:

- o Using the bilingual mass media: 10/13 (77 percent)
- o Using bilingual promotional materials: 10/13 (77 percent)
- o Conducting bilingual visits and open houses: 9/13 (69 percent)
- o Providing bilingual vocational counseling: 3/13 (23 percent)

Using the Bilingual Mass Media

Several recruiting techniques are used with the help of the bilingual mass media. Most of the programs simply send brief public service announcements about their programs to local radio stations, newspapers, and television stations that publish and broadcast in languages other than English. In some cases, the programs have to send translated versions (i.e., non-English) of the announcement and in other cases, the station or newspaper is willing to do the translating.

In a few cases, the bilingual mass media play a larger role than providing brief public service announcements. Some vocational programs are able to participate occasionally or regularly on community-related radio talk shows where the vocational programs could be discussed more extensively. In these cases, a discussion in the native language usually occurs between the host of the show and a representative of the vocational program. One such radio program also included former bilingual students as guests.

One of the methods identified as particularly effective for recruiting LEP students and used by two of the sites is to have a representative of the vocational program participate in a bilingual radio talk show where listeners can call in and ask questions. One such program sent a bilingual (Spanish/English) administrator to participate in a weekly radio talk show (in Spanish) where listeners called and asked questions (in English or Spanish) about the vocational program. The other program sent an English-speaking administrator and an interpreter to participate in a Haitian talk show. This show was broadcasted bilingually, as follows:

- o English-speaking administrator describes the vocational program and services for LEP students.
- o Haitian Creole interpreter interprets the administrator's message in Creole.

- o Haitian listeners call in and ask questions about the vocational program in Creole.
- o Interpreter interprets the questions in English.
- o Administrator answers the questions in English.
- o Interpreter interprets the answers in Creole.

Despite the fact that this process may appear cumbersome, school officials report that it was an extremely effective recruiting device and that many new Haitian students indicated that they had heard about the vocational program either directly or indirectly from that program.

Using Bilingual Promotional Materials

Most bilingual promotional materials are translated versions of flyers that exist in English. Bilingual flyers and brochures are developed in the following three principle forms.

- o A separate version of the flyer or brochure for each language (most often used with three or more languages).
- o One flyer or brochure with two languages shown simultaneously, usually side by side.
- o One flyer that is written in one language for the first half and in the other language in the second half. Often, one half is upside down from the other half.

Other, more elaborate bilingual promotional materials include video-taped and slide-tape presentations about programs that are developed in several languages. One English-speaking recruiter noted that it was relatively simple to get the audio-taped message that accompanies her slides translated into several languages. In this way, she is able to do multilingual recruiting even though she speaks only English. She then uses bilingual students to interpret if LEP persons have questions. Another program made a video-taped presentation in the students' native language and is able to have that videotape played regularly, as a public service announcement on a local bilingual television station.

Finally, one program developed bilingual recruiting posters that were placed, like other advertisements, along the insides and outsides of city buses, on the backs of benches at city busstops, and in the actual busstops. This program also purchased and renovated an old city bus, decorated the outsides with bilingual recruiting messages, and now drives the bus through the language minority communities where it disseminates program brochures in three languages. Many programs noted the importance of also providing application forms in other languages.

Only a few concerns surfaced with regard to bilingual promotional materials. First, just having bilingual materials did not guarantee that these materials were being disseminated adequately. Second, there was definitely a tendency in virtually all seven areas to develop more promotional materials in Spanish than in other languages (e.g. Vietnamese, Arabic, Chinese, American Indian languages, and so forth). Finally, due to recent legislation to make English the official language of some states and a growing national movement in the same direction, at least one counselor indicated that he was concerned that it would be illegal for him to develop and disseminate materials in a language other than English.

Conducting Bilingual Visits and Open Houses

Many programs send bilingual recruiters to speak with students at other schools to promote their vocational programs. Depending upon the number of language groups involved, sometimes the audience of students is mixed and several languages are used in the presentation and sometimes separate presentations are planned for particular language groups. In the same way, many vocational programs, especially adult centers and secondary vocational-technical institutes, conduct bilingual open houses. Open houses may accommodate several language groups at the same time or be specially planned for specific language groups. Often, individual schools did not have the appropriate bilingual staff and bilingual recruiting was carried out by appropriate personnel from the district office.

One adult program found that although it was successfully recruiting Hispanics, it was less successful in recruiting American Indians. Upon an examination of their recruiting procedures they realized that all of their recruiters were Hispanic and that most of their recruiting took place during visits to secondary schools (which were not attended by Indians). The program then hired an American Indian to recruit on the reservations. The American Indian enrollment increased from 3 to 30 in just the first year.

Providing Bilingual Vocational Counseling

Although the counseling process is one of the best potential ways to recruit LEP students for vocational programs, it is the one that is least used. First, most counselors seem to have a negative view of vocational education and are, for the most part, unaware of its benefits. In addition, many counselors, like others, believe that LEP students must have a good command of English before attempting vocational classes. These attitudes are prevalent among counselors whether or not the counselors are bilingual. That is, bilingual counselors are just as likely as

monolingual English-speaking counselors to avoid promoting vocational education as a viable option for LEP students.

When the bilingual counseling process is used as a recruiting tool, it seems effective. In secondary schools, counselors work individually with students and also with homeroom teachers, both individually and by making presentations in the homeroom classes. In adult programs, they recruit by telling high school students to tell their parents about the adult programs. Bilingual counselors in many refugee programs are often able to secure lists of refugee adults who are receiving public assistance. They then contact and recruit those persons directly.

Why LEP Students Choose Their Vocational Programs

Seventy-five LEP students across the sites were asked why they enrolled in their particular programs. Their answers reflect ideas that are often not considered in the recruiting process. The reasons most frequently given were as follows:

- o Like the trade and want to work in it: 47 (63 percent)
- o Want to use it as a stepping stone for more advanced training: 17 (23 percent)
- o Need the money, and training will provide a way to get a job: 6 (8 percent)
- o Want to better their English in a trade they already know: 4 (5 percent)
- o Want to learn more about a trade they have previous experience in: 3 (4 percent)

Examples of specific ways in which LEP students perceived their vocational programs as stepping stones to more advanced training are as follows:

<u>Vocational Class</u>		<u>Future Advanced Program</u>
-- Auto mechanics	to	Mechanical engineering
-- Typing	to	Business administration
-- Typing	to	Computers
-- Auto mechanics	to	Aircraft engineering
-- Electronics	to	Electrical engineer
-- Typing	to	Accountancy
-- Electronics	to	Engineering
-- Appliance repair	to	Engineering
-- Data entry	to	Math/computers
-- Nursing assistant	to	Registered nurse

Assessment across All Sites

Procedures used to assess LEP students in the seven areas observed range from none to clearly inappropriate to quite effective. Five of the 27 programs (19 percent) conduct no student assessments at all. Four of these five (80 percent) are secondary vocational-technical institutes that serve students on a shared-time basis with a feeder school that is responsible for assessment. The fifth school is a part-time adult program that recently suffered budget cuts and no longer provides any counseling or assessment services.

Twenty-two of the schools assess students, including LEP students. Assessments focus mainly on any combination of vocational interest and aptitude, English proficiency, proficiency in the native language, basic skills, and safety.

Vocational Interest and Aptitude

Fourteen of the 22 schools (64 percent) provide some form of vocational interest or aptitude assessment. Of these 14 schools, 8 (57 percent) indicate that they make some kind of special accommodations for LEP students.

The most commonly used procedures (in some cases several procedures are used) to assess the vocational aptitude and interest of LEP students are as follows:

- o Oral interview in the native language: 7/8 (87.5 percent)
- o 2.California Occupational Preference Survey: 2/8 (25 percent)
- o Harrington-O'Shey Career Decision Making System: 1/8 (12.5 percent)
- o General Aptitude Test Battery: 1/8 (12.5 percent)
- o Armed Services Vocational Aptitude Battery: 1/8 (12.5 percent)

English Proficiency

Of the 22 schools that provide assessment services, 14 (64 percent) indicate that they assess English proficiency with one or more instruments that are specifically designed for LEP populations. These instruments include the following:

- o Informal oral interview: 3/14 (21 percent)
- o Locally developed written ESL test: 3/14 (21 percent)
- o Language Assessment Scales: 3/14 (21 percent)
- o Bilingual Vocational Oral Proficiency Test: 2/14 (14 percent)
- o Basic English Skills Test: 2/14 (14 percent)
- o Language Assessment Battery: 1/14 (7 percent)
- o Lado Test: 1/14 (7 percent)
- o Criterion Reference English Syntax Test: 1/14 (7 percent)

Eight schools indicate that they measure the English proficiency of LEP students using assessment instruments that were designed for the English-speaking population. The instruments used by these schools are as follows:

- o Test of Adult Basic Education: 3/8 (37.5 percent)
- o Wide Range Achievement Test: 2/8 (25 percent)
- o California Achievement Test: 2/8 (25 percent)
- o Stanford Achievement Test: 1/8 (12.5 percent)

Proficiency in the Native Language

Five of the 22 schools (23 percent) provide some assessment of the native language proficiency of LEP students. The procedures used by these schools are as follows:

- o Locally developed literacy test in the native language: 2/5 (40 percent)
- o State literacy test in the native language: 1/5 (20 percent)
- o Language Assessment Scales (Spanish version): 1/5 (20 percent)
- o Center for Applied Linguistics Literacy Evaluation: 1/5 (20 percent)

Basic Skills

Fourteen schools (64 percent of the schools that provide assessment services) indicate that they use one or more measures to test students for basic skills. Three of the schools (14 percent of all the schools that assess) provide basic skills testing in the native language. The most commonly used basic skills tests in English are as follows:

- o Test of Adult Basic Education: 6/14 (43 percent)
- o California Achievement Test: 3/14 (21 percent)
- o Wide Range Achievement Test: 3/14 (21 percent)
- o Texas Educational Assessment of Minimum Skills: 2/14 (14 percent)
- o Stanford Achievement Test: 1/4 (7 percent)
- o ASSET: 1/14 (7 percent)

Two of the three basic skills tests that are provided bilingually are locally developed math and literacy tests (one Spanish and one Arabic). The third test, the Connecticut Vocational-Technical School Basic Skills Inventory is a commercially published test of reading, language arts, and math that is available in English and Spanish.

Safety

Although safety tests are usually associated with the kinds of progress tests that teachers give during the course of vocational instruction, three programs indicate that knowledge of safety rules is assessed before vocational instruction begins. In all cases, these tests are teacher-made. Only one was provided in the students' native language.

How Assessments Are Used

A discussion of assessment is incomplete without considering the appropriateness of the instruments used and the decisions that are made about students based on the assessment results. Since the former topic calls for a certain degree of judgement, it will be addressed in the final chapter of this report. It is important to stress, however, that the English proficiency of nearly half the LEP students in this study is being assessed with instruments that are designed for native speakers of English or it is not being assessed at all. In addition, regardless of whether or not assessment services are provided to English-speaking students, 82 percent of the programs in this study do not test the native language proficiency of LEP students, 70 percent of the

programs do not provide vocational aptitude and interest testing in the native language, and about 90 percent do not provide basic skills testing in the native language.

The results of the assessments are generally used to screen students for vocational programs, to determine whether a student may receive a diploma or certificate, and to determine what kinds of remediation are needed. Although almost all programs indicate that they provide remediation based on assessment results, more than half the programs also use either the English proficiency, basic skills, or safety assessments to screen LEP students for vocational education programs. That is, in more than half the programs, LEP students who do not achieve certain scores on particular tests are either limited to certain vocational areas or they cannot enter any vocational programs at all.

Policy, Planning, and Leadership across All Sites

It was difficult to pinpoint precisely the policies of the schools with regard to LEP vocational students. More than half the schools indicate through their counselors that LEP students cannot enter vocational programs until they have mastered a sufficient degree of English. Other schools indicate that they have no such policy. Yet, LEP students from the first group are sometimes "sneaked into" vocational programs because of their motivation or persistence. In the same way, LEP students from the second group are sometimes prevented from entering vocational classes by instructors who do not feel capable of working with them. In many instances, in addition to a lack of effective leadership, there is disagreement among school personnel over what the policy toward LEP students is. For example, the principal of one adult center stated that LEP students could enter any vocational classes they wished as long as they also took (general) ESL instruction. A counselor in the same school reported that she believes testing should determine the basic skills levels of LEP students first so that they can have a more positive experience later. In another adult school, there is one counselor who recruits LEP students in their native language and another counselor who screens them out if they do not speak English. When asked whether ESL and vocational teachers meet to coordinate their instruction, the principal of another adult center responded, "We hope they do."

There also seems to be a good deal of confusion and conflict among instructor, counselor, school, district, state, and federal policies. For example, one school has a clear policy of allowing LEP students into any vocational program and providing them with bilingual tutors and VESL instruction. This school operates in a district that opposes bilingual education, in a county that discourages the use of any language other than English, and in a

state that now requires competency testing in basic skills (in English) in order for any adult vocational students to receive proof of competence in their trade area. In order for this school to operate successfully with LEP students, it must creatively "buck" the systems around it. A comprehensive secondary school counselor in the same county reports, "The LEP kids like vocational education. The girls like cosmetology and the boys like to get out. Other high schools send them out (to a vocational center on a shared-time basis), but we don't . . . because of safety liability. We also try to keep them in academic programs so they can go on to college. Anyway, we can't send them to the adult center because there's no one there who speaks their language."

This confusion, coupled with a general ignorance of policies, a lack of enforcement of many policies, and the positive or negative feelings of individual teachers and counselors towards LEP students, leads to a situation where the way in which LEP students are served in vocational education has more to do with luck, LEP students' persistence, and individual vocational teachers' and counselors' compassion and good sense than anything else. Of 39 vocational teachers who responded, 36 (92 percent) believe that LEP students should not be prevented from entering their classes and that they (the teachers) can make accommodations for the students' limited English proficiency.

For the most part, the programs with the most services for LEP students are those that have a specific policy of not excluding LEP students from vocational programs, a clearly established instructional plan for serving LEP students, and a competent full-time person to implement that policy and plan. This pattern was evident in both adult and secondary programs at all levels (i.e., state, district, and school). In other words, whenever there was a person responsible for implementing a policy and plan for LEP vocational students, all services leading directly down from that person seemed to be exemplary. On the other hand, that person's influence did not seem to reach upward or horizontally. For example, in one district, there is a full-time person responsible for implementing services for LEP secondary vocational students. As a result, services for secondary LEP vocational students are far more extensive than for LEP adult vocational students in the same district. In addition, these services are far more extensive than the services provided for LEP secondary students in neighboring districts. In another state, there is a full-time person responsible for implementing services for LEP secondary and adult vocational students in the state's 17 regional vocational technical centers. As a result, services for LEP vocational students in both the secondary and adult programs in those regional centers are more extensive than the services for LEP students in either secondary or adult programs in the local schools, often located in the same cities and towns as the regional centers. In another example, there is a full-time person responsible for implementing services for all adult LEP students in a county. As a result, services for adult

LEP vocational students are far more extensive than services for secondary LEP vocational students in the same county. Finally, in a fourth area, there is no one at the state, county or district level responsible for implementing services for LEP vocational students. However, one adult school within a district has such a person. As a result, this school has more extensive services for LEP students than any others visited in the state.

Vocational Instruction across All Sites

Although nearly 80 percent of the vocational programs visited provide some vocational instruction in the native language, it is important to note that the vast majority provide this instruction in only 1 or 2 classes and only in 1 or 2 languages (when sometimes as many as 5 language groups and 50 trade areas need to be addressed). With the exception of New Mexico, no schools in the study have bilingual vocational personnel proportionate to the number of language minority or LEP students. Most vocational classes, with the exception of New Mexico, do not have bilingual teachers, bilingual teacher aides, or bilingual materials. Most vocational teachers rely on informal peer tutoring when working with LEP students. In contrast, many of these schools provide a good deal of bilingual instruction in the academic areas through Title VII programs.

Bilingual Aides

Eight of the 27 schools visited have a bilingual aide in one or two vocational classes. Although the role of a bilingual aide should be an important one in vocational education, the exact role of the aide rarely seems clear and is often either underplayed or overplayed. For example, in many classes, the bilingual aide does nothing more than pass out papers, collect assignments, and run photocopies. In other classes, the bilingual aide is expected to work individually or in small groups with LEP students to interpret the teacher's instruction in the students' native language. However, often the students lack some of the basic skills needed to understand an interpretation of the teacher's lesson and the aide ends up instructing students as well as interpreting instruction. In addition, aides often end up playing a counselor's role, as they are, sometimes the only cultural and linguistic link between these students and the school. Aides are sometimes even responsible for conducting parent conferences. Although no judgement is being made regarding the quality of the aides' instruction and counseling, it is important to remember that aides, with few exceptions, are nondegreed, noncertificated, part-time, untrained employees who are rarely paid more than the minimum wage.

Exemplary Practices by Vocational Teachers

Below is a list of special practices either observed with or reported by teachers during the study. These are practices and techniques that are used specifically with LEP students and which teachers feel work particularly well. They include the following:

- o Simplify the English on tests.
- o Get tests translated.
- o Change written activities and tests to oral.
- o Encourage students to bring bilingual dictionaries to class.
- o Use a lot of demonstration.
- o Use lots of examples.
- o Speak (English) distinctly and more slowly.
- o Highlight important parts of the book.
- o Make analogies with known concepts (e.g., compare electrons to a crowded apartment).
- o Ask a bilingual student to interpret out loud in class (for the benefit of LEPs) and ask other bilingual students if the interpretation was accurate.
- o Create sub-clusters so that students can specialize in one small aspect of the trade and still get a job.
- o Let LEP students perform safety skills instead of taking a written test.
- o Go over names of tools, equipment, and parts frequently.
- o Run across the hall and ask a bilingual colleague for help.
- o Play music from the students' cultures as background music during typing practice.
- o Use a bilingual aide to introduce the lesson in the native language and later to conduct a question and answer session in the native language (after the full lesson is conducted in English).
- o Have a VESL teacher give the VESL lesson right in the shop area.

- o Use a lot of gestures and pantomime.
- o Arrange student schedules so that there are bilingual students in the same class with LEP students (so the bilingual students can help and so that the LEP students feel more comfortable).
- o Come to work early to tutor LEP students individually.
- o Have LEP students paraphrase what was said to be sure it was understood.
- o Ask LEP students lots of yes-no questions because they are easier to understand and to respond to.
- o Simplify the English of handouts.
- o Work out a way for an advanced bilingual student to receive academic credit for acting as an aide.
- o Get the audio portions of slides and filmstrips translated and recorded.
- o Get handouts translated by colleagues, advanced students, or neighbors.
- o Use the students' native language now and then for affective and cultural purposes, even though the students are not LEP (e.g., When teaching how to roll dough, one instructor refers to the dough as a "tortilla" even though she is teaching in English).

Questionable Practices

A number of other practices that were observed and reported can be considered, at best, questionable. These practices include the following:

- o Speak to LEP students very loudly.
- o Have a rule that students can never use their native language in class because no one understands them and they may be cheating on assignments.
- o Remove all LEP students from class.
- o Base a judgment of LEP student understanding on their non-verbal behavior.
- o Do nothing special for LEP students and maintain the conviction that nothing special should be done.

- o Say it is unfair to Americans to give individual help to students who do not understand our language.
- o Force LEP students to separate from one another because it gets too noisy when they help each other.
- o Lecture all the time.
- o Use very unclear handwriting at the blackboard, making it particularly difficult for students from non-Roman alphabet backgrounds to understand.

Opinions of Students

Seventy-six LEP and former LEP vocational students across the seven areas were asked whether or not they believe it is preferable to have help in their native language (in their vocational classes) or whether it was preferable to learn only in English. Eighty-two percent of the students interviewed believe it is preferable to have instructional help in their native language. Twelve percent disagreed and six percent were unsure. Students against using the native language expressed concerns about becoming too dependent on their native language and not learning English. Students in favor of using the native language generally agree that it is important to use English as much as possible but that it is both helpful and necessary to have things explained to them in their native language. One Iranian student enthusiastically described a day when his English-speaking auto mechanics teacher was absent and the substitute spoke Farsi: "That teacher spent a lot of time with me explaining things in Farsi. It was really helpful." A Vietnamese student reports: "It is best to have an assistant who can explain in Vietnamese. Sometimes an advanced student helps. Vietnamese use bilingual dictionaries but they are usually not technical enough." An Hispanic student says, "It's good when the teacher speaks Spanish 'cause they get mad when we speak Spanish to each other."

ESL Instruction across All Sites

The availability of some kind of ESL instruction across sites is difficult to document. First, some schools offer ESL instruction in name only, and observation shows the instruction to be something other than ESL. Other programs do not offer ESL themselves, but do offer it at other sites with which they have formal linkages. Other programs refer students to ESL programs at other sites with which they have no linkages or coordination. Some schools have ESL classes but limit eligibility to persons with nonresident visas or persons who speak no English at all.

Three of the 27 programs, all secondary, claim to provide ESL instruction, but do not. One of these programs uses a language arts textbook designed for native speakers of English and simply

explains the material in Spanish (despite the presence of a few Asians in the class). Two other programs, called ESL, consist of simplified content area instruction specifically for LEP students. Two other secondary schools, both vocational-technical centers, do not offer ESL instruction but indicate that LEP students take their ESL classes in their home or feeder comprehensive high schools. Upon observation of 2 of these high school programs (2 schools which are not among the 27 participating in this study), it was discovered that ESL actually consists of academic content area instruction using the native language (i.e., bilingual instruction).

In general it was found that about two-thirds of the comprehensive high schools in this study do not provide adequate ESL instruction. Half (two out of four) of the vocational-technical high schools provide no ESL and students must rely on their home schools. Eight of the thirteen adult schools (61.5 percent) provide ESL. The five adult programs that do not offer ESL instruction, are all relatively small vocational programs that do not offer vocational instruction in more than one trade area.

General ESL Instruction

Fourteen of the 27 sites (52 percent) offer general ESL instruction. The textbooks most often used as reported by ESL instructors are as follows:

- o Dixon: 3 (1 secondary, 2 adult)
- o Spectrum: 2 (1 secondary, 1 adult)
- o Lado: 2 (secondary)
- o English Alpha: 2 (secondary)
- o Finocchiaro: 1 (secondary)
- o Krohn: 1 (adult)
- o English for Today: 1 (secondary)
- o Modern American English: 1 (secondary)
- o Side by Side: 1 (adult)

The most commonly taught language skills and components, as reported by ESL teachers, are as follows:

- o Grammar
- o Conversation
- o Survival
- o Reading
- o Writing
- o Vocabulary

One class had a mixture of disadvantaged Hispanic LEP and bilingual students. The teacher used both ESL and remedial English content and techniques. In addition, he made it a point to use examples from the students' culture in his teaching. For example, when reviewing the parts of speech, he used the following sentence in his example: "The joyous feeling in the crowd provides elaborate dancing and the festive music of several local bands or conjuntos."

Vocational ESL Instruction

Five of the 27 schools (18.5 percent) provide VESL instruction. All five schools are large adult programs. In four out of the five places, VESL instructors had to develop their own materials by adapting vocational materials. The fifth, a welding program, was able to use one of the few commercially available VESL texts. This text was originally developed and field-tested at this school. One of the five programs conducts the VESL instruction in the shop areas and the other four conduct class in separate places. In all of the five programs, the VESL instructor meets regularly with vocational instructors, and vocational instructors interviewed in all five sites unanimously and enthusiastically agree that VESL instruction is critical to the success of LEP students in their vocational classes. Vocational teachers of LEP students who work in programs that do not offer VESL instruction have mixed opinions about VESL instruction: 59 percent believe it would be a good idea to coordinate their instruction with the ESL teacher; 26 percent believe it would not; and 15 percent could not decide. One vocational teacher stated, "There's no need to meet with the ESL teacher; I can handle that. He's too busy with general English." Five of the 15 ESL teachers (33 percent) are opposed to the idea of teaching VESL. The reasons offered are as follows:

- o The English level of the students in this class is too low for VESL.

- o It is too difficult to teach VESL when there are 10 different trade areas in one ESL class.
- o It is not necessary to teach VESL here because we do not allow LEP's into vocational classes.
- o It's not necessary to set up a VESL class because the students can just ask me to explain vocational terms to them whenever they don't understand.
- o It is better for the vocational teacher to learn ESL techniques then vice versa.

Employability Skills Instruction and Job Placement across All Sites

Seventeen of the 27 programs (63 percent) provide students with on-site job placement by a trained placement specialist. Ten of these 17 programs are adult centers and seven are secondary programs. Thus, 10 of 13 adult programs (77 percent), and 7 of 14 secondary programs (50 percent) in this study provide on-site job placement services. As might be expected, on-site job placement services are more readily available at vocational high schools (75 percent) than at comprehensive high schools (40 percent).

Job placement services are also reportedly provided by individual vocational teachers and by central placement offices, often located far from the actual training or instruction. In comprehensive secondary schools, job placement services are sometimes available only to students enrolled in cooperative programs. In other cases job placement is only for part-time "after school" kinds of jobs and not for full-time employment after graduation.

Job placement services usually consist of providing employability skills instruction or counseling, contacting and arranging interviews for students with employers, and facilitating some post-placement follow-up communication. The methods most commonly used by the 17 placement specialists (some use multiple methods) are as follows:

- o Individual counseling: 8 (47 percent)
- o Special workshops: 5 (29 percent)
- o Special course: 4 (23.5 percent)

- o Group counseling: 2 (12 percent)
- o Resource room: 1 (6 percent)

Problems of LEP Students

When placement specialists were asked whether it was more difficult to place LEP students on jobs, three (19 percent) indicated that it is consistently more difficult to place LEP students; six (37 percent) indicated that it is sometimes more difficult; and seven (44 percent) indicated that it is not more difficult. The reasons most often cited (some reported multiple problems) for increased difficulty with LEP students are as follows:

- o Problems with English language: 7 (41 percent)
- o Lack of support and too many demands by family: 4 (23.5 percent)
- o Lack of transportation to job: 3 (18 percent)
- o Immigration problems: 3 (18 percent)
- o Poor attitude and low self-concept: 3 (18 percent)
- o Discrimination by employers: 2 (12 percent)
- o Unwillingness to give up public aid: 1 (6 percent)

Placement specialists report that it is particularly frustrating to place Central American students because, despite the fact that many have visas and even social security numbers, they do not have permission to work.

Special Considerations for LEP Students

Of the 17 programs that provide on-site job placement services, 7 (41 percent) make some special kind of accommodation for LEP students. Accommodations include the following:

- o Providing special individualized counseling
- o Counseling in the native language

- o Counseling more slowly
- o Using simpler English when counseling
- o Focusing more on job applications and interviews
- o Taking LEP students to job sites
- o Getting bilingual students to interpret employability skills instruction and counseling
- o Asking a bilingual counselor to copresent a special bilingual employability class
- o Trying to place LEP students in trade-related jobs that require fewer English skills
- o Preparing employers for LEPs

The second to last accommodation on the list is best illustrated by the placement specialist for an air conditioning and refrigeration program. This individual finds that it is difficult for many well trained LEP persons to get and keep jobs because their English skills are too limited to handle the kinds of conversations that occur when visiting (English-speaking) private homes to make repairs. As a result, she makes an effort to place the most limited English speakers on jobs in industrial settings where they will be working with others. She also makes it a point to encourage LEP persons to continue to improve their English skills so that more employment options are available to them.

Eight placement specialists reported that they try to help LEP students get and keep jobs by better preparing employers to work with them. In most cases, this preparation entails simply providing the prospective employer with advanced knowledge that the applicant is limited English proficient. In a few cases, placement specialists offer employers friendly advice on how to best work with LEP employees. Many placement specialists also say that they make it a point to place LEP students with employers who they know have successfully employed LEP persons in the past.

Staff Development across All Sites

Despite the fact that the sites observed in this study were among those with the highest concentrations of LEP students in the nation, few of the principals/directors, vocational teachers, ESL teachers, counselors, or placement specialists have ever received training related to the BVT Model.

Principals/Directors

Nine of the 27 principals and program directors (33 percent) interviewed are bilingual in languages spoken by the students they serve. In addition, two administrators are bilingual in languages other than those spoken by their students. Only 2 principals (7 percent) have had training related to the BVT Model, and 15 of the 21 who responded (71 percent) believe that such training was or would be helpful. Both of these principals/directors received their training as a result of previous involvement with a federally funded BVT or BVIT program. Of those who respond favorably toward such training, topics identified as being of particular value include cultural information, techniques for teaching LEP students, learning some of the students' native languages, use of bilingual peer tutors, and resources for teachers. One principal felt that it would be helpful to learn more about the students' cultures so that he could deal more effectively with parents. Two principals opposed to special inservice training made the following statements:

- o This kind of inservice training is not really needed by the vo-tech administrators because students are only here for 2 1/2 hours.
- o Anyone properly trained in education can run a program with LEP students. It's not necessary. There's too much hullabaloo over that.

Vocational Teachers

Thirteen of the 45 vocational instructors interviewed (29 percent) are bilingual in languages spoken by their students. In addition, seven vocational teachers have made an effort to learn and use some of their students' native languages, even if just a little. Only 2 of the 45 vocational teachers interviewed (4 percent) have had some training related to the BVT Model. One of these two received training as a result of previous involvement with a federally funded BVT or BVIT program. An additional 12 (27 percent) have had some general training related to bilingual education. Thirty-one of 48 responding (64.5 percent) believe that such training was and would be helpful; 6 (12.5 percent) believe that it would not; and 11 (23 percent) could not decide. Of those who responded favorably toward this training, topics most frequently identified as being most valuable include cultural information, instructional techniques, and learning some expressions in the students' native languages. Topics of particular interest to one instructor are the effective use of bilingual students to translate materials (for LEP students) and the provision of time to adapt instruction for LEP students. Vocational teachers were also asked whether they believe all vocational teachers in the nation should be required to have training in working with LEP students as part of their pre-service and/or certification preparation. Thirty-four of 43 (79 percent)

responded favorably; 3 (7 percent) responded negatively; and 6 (14 percent) were undecided. One teacher, active in his union, who responded favorably, made it a point to say that this training should not be an additional requirement but should replace less relevant material.

Many vocational teachers spoke enthusiastically about the need for special training:

- o I took 22 units at X University and none included information on teaching LEPs.
- o I spent five years at Y University and I never learned anything about that.
- o There are so many things we are forced to take that are such a waste of time. That would be more valuable!
- o Inservice training is really necessary, but only for the Anglo teachers.
- o Training would be helpful without a doubt. They only offer workshops on handicapped.

V/ESL Teachers

Twelve of the 15 VESL or ESL teachers (80 percent) interviewed are bilingual in languages spoken by their students and the additional three have studied and attempt to use a second language. Only 2 of the 15 (13 percent) have a degree in ESL. The remaining 13 have degrees in the following areas:

- o English: 2
- o Spanish: 2
- o History: 2
- o Education: 2
- o Asian Studies: 1
- o International Studies: 1
- o Linguistics: 1
- o Music: 1
- o Accounting: 1

When asked if they had ever received either preservice or inservice training in ESL methodology, 11 (73 percent) responded

affirmatively. Thus, nearly a third of the ESL teachers in this study have no training whatsoever in teaching ESL.

Six of the 15 V/ESL teachers (40 percent) report that they have no knowledge of or experience in vocational education; 7 (47 percent) indicate that they have had some informal exposure to vocational education; and 2 (13 percent) say they have a formal background in vocational education.

Four of the 15 ESL teachers (27 percent) have had some training in VESL and the BVT Model. Two of the four received training from a federally funded BVIT program. Nine of the 14 who responded (64 percent) believe such training was or would be helpful; 3 are unsure; and 2 do not believe it is necessary.

Counselors

Fifteen of the 23 counselors interviewed (65 percent) are bilingual in languages spoken by the students. Three (20 percent) have had training in the BVT Model and, in all cases, this training was the result of their previous involvement with a federally funded BVT program. None of the other counselors has had such training. Of the 18 counselors who responded, 16 (89 percent) believe that such training was or would be helpful. Topics of special interest to these counselors include cultural information, assessing LEP students, resources, and learning the languages of LEP students.

Placement Specialists

Six of the 17 placement specialists interviewed (35 percent) are bilingual. Only one has had any training related to the BVT Model and that was through previous participation in a federally funded BVIT program. Thirteen (76 percent) believe such training would be helpful, one does not, and two are undecided. Topics of most interest to placement specialists include cultural information, identifying the best kinds of jobs for LEP persons, ways to communicate with LEP students, learning some of their students' languages, and employer preparation.

Summary of all Personnel

Fifty-five of the 127 (43 percent) personnel interviewed in this study are bilingual in languages spoken by their students. Only 12 (9 percent) have had some training related to the BVT Model. Nine of the 12 (75 percent) received this training as a result of previous involvement with a federally funded BVT or BVIT program. Sixty-nine percent of all personnel interviewed believe that inservice training related to LEP vocational students was or would be helpful. Topics of interest to most persons include

cultural information, teaching techniques, resources, and knowledge of the students' languages.

CHAPTER V

CONCLUSIONS

This chapter summarizes and discusses the major findings of this research and offers recommendations for improving the condition of vocational education for LEP individuals.

Summary of Findings

The following are drawn from the author's observations across all sites:

- o Improved assessment and record-keeping techniques as well as consistent policies are needed to know precisely the degree of participation of LEP students in vocational education programs in many places.
- o Better information about vocational education programs needs to be disseminated to LEP students. LEP students in secondary schools must rely on guidance counselors who usually "counsel" LEP students into academic programs. Many counselors have strong biases against vocational education, and because bilingual instruction is usually only available in academic programs. In addition, there is a need for promotional material developed in languages other than English. Bilingual recruiting materials are usually developed only in Spanish.
- o Entrance testing and interviewing geared to LEP students are needed to assure greater equity and access. However, vocational education programs that have entrance requirements, based on standardized reading tests in English, often exclude LEP students from participating in vocational education or greatly limit their choices of program areas.
- o Instruments designed for LEP students do exist and should be more widely used. LEP vocational students are often inappropriately assessed with instruments designed for

English-speaking persons. These include measures of English proficiency, vocational interest, vocational aptitude, and basic skills.

- o There is need for LEP vocational students in some state departments of education, districts, and schools. Some states, districts, and schools have policies and practices regarding LEP vocational students that appear to be inconsistent with federal and state civil rights policies.
- o ESL and bilingual instructional services available to LEP vocational students, especially as compared to the ESL and bilingual instructional services available to LEP students enrolled in academic and professional programs of study, should be increased.
- o Techniques for appropriate and effective use of bilingual teacher aides in vocational education programs exist and should be used more widely.
- o Vocational education personnel need increased training in serving LEP vocational students.
- o The most viable way to assure that LEP vocational students are served effectively is to establish a nonexclusionary policy, develop a plan for implementing that policy, and provide a competent full-time person to execute that plan.

Needs and Discussion

Improving the condition of vocational education for LEP persons, whether they be young high school students, out of school youth, or adults, requires strong, serious, and meaningful commitment on the parts of the federal government, state education agencies, colleges and universities, local education agencies, individual educators, professional associations, business and industry, the media, community-based organizations, commercial publishers, and LEP persons themselves. The needs of LEP persons are serious and pressing. Everyone needs to do more to improve upon this situation.

Federal Responsibilities

The federal government has taken the lead in attempting to alleviate the inequity of opportunities and services for LEP persons through funding, legislation, and sincere attempts to encourage the nation to adopt the BVT Model as, at least, a guideline for serving LEP vocational students. The federal BVT programs must continue to operate for several important reasons: they can provide the resources to train at least a modest number

of LEP students effectively; they can serve as demonstrations for other programs; and they can prepare staff so that services for LEP students can continue after funding ends. In order to realize each of these potential benefits, dual commitments are needed. The funded agency must demonstrate that it has a truly committed staff that is willing to "go above and beyond," if necessary to assure the success of the program. The funding agency must also demonstrate its commitment by providing at least 2 or 3 years of funding so that the training institutions have a fair opportunity to prepare themselves adequately. The funding agency must also monitor projects with as much of a spirit of assistance as possible and should provide technical assistance to new project staff in one or two meetings per year at one centralized location. In this way, project staff will have the benefit of sharing experiences with one another. If necessary, follow-up on site technical assistance should be provided.

Unless substantial funding increases are anticipated, BVIT projects should not be used to fund entire degree programs for vocational educators. Instead, they should focus on the short-term (one or two semesters per cycle) preparation of as many vocational educators as possible through a maximum of four courses. These courses should be applied toward degree or certification requirements to make them more attractive. BVIT programs should also be used to provide even shorter term technical assistance through 2-day inservice training sessions throughout the nation. BVIT programs should make a special effort to include principals, directors, and vocational teacher educators among their participants. Topics given particular emphasis should be cultural information, awareness and sensitivity; practical techniques for vocational teachers, ESL teachers, administrators, counselors, placement specialists, and teacher aides for successfully implementing the BVT Model (whether or not these individuals are bilingual); resources, both human and material, for effectively serving LEP students; and knowledge of even just a few expressions in the students' native languages, if only for affective purposes.

Other federal training programs serving LEP persons, including bilingual education, refugee assistance, JTPA, and migrant education should learn more about the benefits of the BVT model and should encourage its adoption through their funded projects. In addition, it is essential that programs funded under bilingual education and vocational education immediately begin to address the needs of secondary LEP vocational students through fiscal support and encouragement to adopt the BVT Model. Finally, the Carl Perkins Vocational Education Act should be amended in the future to provide for federal set-asides specifically for LEP individuals, as an entirely separate category from the disadvantaged set-aside.

State Responsibility

State education agencies play one of the most crucial roles in influencing services for LEP vocational students. It is presently the role of the SEA to see that adequate Carl Perkins funds designated by the Carl Perkins Act are being used for LEP persons. SEAs should not merely rely on local districts to propose programs for LEP persons. Instead, the SEA should provide leadership to assure that the needs of LEP individuals are being properly addressed.

The most effective ways in which to implement such leadership are the following:

- o Identify practices or policies that may exclude LEP persons from entering or successfully completing vocational education programs.
- o Review existing state policies to make sure that they do not conflict with federal civil rights policies.
- o Visit the areas in your state with the largest LEP populations to gain first-hand knowledge of how state policies affect local populations. Ask specifically about the effects of state requirements on LEP persons.
- o Hire at the state level a full-time person who is properly trained and who can be a strong advocate for LEP students in your state.
- o Consider specific set-aside funds allocated by the Carl Perkins Act for LEP students. Take into consideration that if LEP students are underrepresented in vocational education and are not being adequately recruited, this set-aside cannot be based merely on the number of LEP students currently enrolled.
- o While still allowing for locally initiated efforts for LEP vocational students, establish a specific state plan for serving LEP students and have the state LEP expert implement that plan with Carl Perkins funds. Encourage linkages with other state agencies so that services can complement one another.
- o Monitor and review the policies and practices of local school districts toward LEP vocational students. If practices that discriminate against LEP students are found, work with the district, recommending measures and schedules for remediation and offering technical assistance.

College and University Responsibilities

Institutes of higher education must also increase their role in serving LEP vocational students. Vocational teacher education programs must include in their curricula special courses or segments of each of their courses that focus on serving LEP students and on the BVT model. Vocational teacher education department heads should be sure that vocational special needs teacher educators and special needs courses include state-of-the-art information on serving LEP students, instead of focusing only on handicapped students. It is also important not to rely on generic vocational special needs textbooks, since they also focus primarily on the needs of handicapped students. ESL teacher training programs must begin to offer course work in vocational ESL, and bilingual teacher training programs must include in their curricula more information about bilingual vocational education instead of focusing only on bilingual academic instruction.

University personnel who are involved with some aspect of vocational education for LEP persons, whether it be from a vocational education, bilingual education, ESL, counseling, or administrative perspective, should share their experiences through scholarly activities such as professional writing and conference presentations. There is still a dearth of literature related to LEP vocational students and similar topics. Discussions of these areas are needed and would be welcomed by many in the educational community.

Local School Responsibilities

The primary responsibility of local schools that serve or should serve LEP vocational students is simply to do all that is possible to incorporate each of the components of the BVT Model. In order to implement the model successfully, both administrators and staff should seek appropriate inservice training. Administrators must provide the necessary coordination and resources to make the plan successful. If necessary, a special LEP coordinator, who is properly trained, should assume the coordination responsibilities.

There is a particular need for vocational ESL instruction at vocational-technical high schools because these schools have a tendency to depend on the feeder schools for ESL. Although an increase in instructional time in the vocational high school imposes certain difficulties, it is nevertheless cumbersome and impractical to expect close collaboration between ESL and vocational teachers who are miles apart. In the same way, there is a need for vocational technical high schools to take more responsibility for assessing LEP vocational students and, again, not to depend on feeder schools. Assessment plans must be appropriately designed for LEP students and should include appropriate assessments of English proficiency, vocational interest and aptitude, and basic skills. All tests except the one

for English proficiency should be available in the native languages of LEP students. Of course, the purpose of assessment should never be to exclude LEP students from participating in vocational education programs.

There is a critical need for more and better recruiting of LEP students into vocational education programs, especially by comprehensive high schools. Guidance counselors should be better apprised of the potential benefits of vocational education and this information should be conveyed to LEP students in a manner they can understand.

Commercial Publishers' Responsibilities

Commercial publishers have been slow to respond to the needs of LEP vocational students. For example, although numerous ESL materials exist for LEP students enrolled in professional program areas (e.g., engineering, medicine, and business administration), only two commercially available VESL texts exist. Some publishers actually produce vocational materials in other languages. However, their marketing efforts usually focus on overseas buyers.

Recognizing that commercial publishers must be concerned with profits and that foreign university students and U.S. AID projects overseas are lucrative markets, it is the author's opinion that commercial publishers are missing out on a potentially lucrative market among our LEP residents and citizens. By developing VESL books and by marketing existing bilingual vocational materials in this country, commercial publishers will help the market grow as well as make important contributions to vocational programs serving LEP students.

Finally, publishers of vocational special needs materials should make sure that adequate information about LEP students is included in materials they are updating or publishing. Most writers of vocational special needs literature have backgrounds in special education, rehabilitation, and service to the handicapped, and few of these writers adequately address issues related to LEP students. Publishers should make sure that an expert in vocational education for LEP persons reviews materials before they go to press.

Professional Associations' Responsibilities

Professional associations, such as the American Vocational Association (AVA), Teachers of English to Speakers of Other Languages (TESOL), the National Association for Bilingual Education (NABE), the National Association for Vocational Education Special Needs Personnel (NAVESNP), and the National Association of Industrial and Technical Teacher Educators (NAITTE), can play an important role in improving conditions for

LEP vocational students while strengthening their own organization. Professional associations can and should encourage more publications and presentations from their members related to LEP vocational students. Although special issues of journals and special sessions can be a helpful way to begin, it is important that these special journal issues and conference sessions not serve as tokens, but rather as catalysts for more and continued activity in this area. Professional associations can provide vital leadership, advocacy, and information sharing. Association leaders and officials can help make this happen by actively recruiting interested individuals, by soliciting relevant material from their members, and by assisting groups of interested persons to organize and make the most of the benefits of the association.

Individual Responsibilities

This research effort found that although too few people or agencies address the needs of LEP vocational students, there are some caring individuals who do. These individuals are among the unsung heroes of this story: the refrigeration teacher who sought out advanced bilingual students to translate his instructional materials (in three languages), typed them himself (except for the Chinese), and not only provided them to his students but also submitted them to the ERIC system; the auto mechanics instructor who quietly had his safety tests translated into Spanish so that more LEP students could get into his class; the counselor who constantly jeopardizes his job by fighting to remove inappropriate entrance requirements from the vocational program he works for; the administrator who had the courage to get on a Haitian Creole radio program with an interpreter and promote her vocational program; the part-time cosmetology teacher who comes to work an hour early each day just to help LEP students succeed; the counselor who gets LEP students into vocational classes despite the entrance requirements; the state official who actually cites districts that discriminate against LEP vocational students; the VESL teacher who "burned out" after developing VESL curricula in 15 trade areas; the publisher who took a risk on two VESL texts; the vocational teacher educator who took an unpopular position, but succeeded in introducing an LEP course into the curriculum; the state official expert in bilingual vocational education who successfully fought to create the position he now holds; and LEP students who are persistent in getting enrolled in vocational classes, who bring their own bilingual dictionaries to school, and who use effective survival skills.

This list could continue. What these individuals have in common is the ability to think in a sensible and practical way about LEP vocational students, to question policies and practices, and to take personal responsibility for the success of LEP vocational students. These exceptional practices may some day become the norm, and caring individuals such as these will receive the support they need to continue to serve LEP vocational students in the way they always have.

APPENDIX: MATERIALS USED IN THIS STUDY

Date: _____

School: _____

Address _____

Phone: _____

Personnel Interviewed:

Name

Position

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Profiles of Vocational Education Programs Serving
Limited English-Proficient Students

Introduction for Interviews (English version)

Hello, my name is Joan Friedenberg. I'm from the National Center for Research in Vocational Education at The Ohio State University. The purpose of this interview is to collect and analyze information about limited English-proficient and bilingual students in vocational education in order to help solve their problems with employment. I would appreciate it very much if you would take some time to answer some questions. Your participation is completely voluntary and all of your answers will be kept strictly confidential. Results of the study will be made public only in summary or statistical form.

Profiles of Vocational Education Programs Serving
Limited English-Proficient Students

Introduction for Interviews (Spanish version)

Buenos dias/buenas tardes. Yo soy Joan Friendenberg, Soy del Centro Nacional de Investigacion de la Educacion Vocacional de la Ohio State University. El proposito de esta entrevista es de recoger y analizar informacion relacionada con los estudiantes bilingues vocacionales para ayudar a resolver sus problemas relacionados con el empleo. Le agradeceria si pudiera contestar a algunas preguntas. Su participacion es completamente voluntaria y sus respuestas seran estrictamente confidenciales. Los resultados del estudio se haran publicos unicamente en un resumen estadistico de tal forma que las personas que han participado no podran ser identificadas.

Profiles of Vocational Education Programs Serving
Limited English-Proficient Students

Introduction for Interviews (Haitians Creole version)

Alo. Mwen se Joan Friedenberg. Mwen soti nan Sant Nasyonal de Investigasyon ak Rechach cou Edikasyon Vokasyonan na Iniversite deta na Uhio. Bi intevyou sa-a se pou ranmase infomasyon sou etidyan biling na edukasyon vokasyonan pou nou kabob rezout pwoblem travay yo. Mwen ca apresye sa anpil si ou ka reponn kek kesyon. Patisipasyon-ou konpletman volontè e tout repons nou yo rete an sekre.

Principal

A. General

1. What are the major language groups in your school?
2. What is your estimate of the number and percentage of students in this school whose native language is not English? (or request an ethnic breakdown of students).
3. How many of them would you estimate have problems understanding English?
4. What other kinds of problems do they have?

B. Recruiting

1. In your school, how do you go about recruiting students for vocational education programs?
2. Are there any special materials or procedures to recruit LEP students? _____
Can you describe those efforts, materials, and procedures (flyers in L1, involving ethnic organizations, announcements in L1 media, specific target population, etc.)?

C. Staff

(or request ethnic breakdown of staff and school schedule)

1. Total number of teachers in school: _____
- 1.a. For comprehensive H.S., number of voc teachers in school: _____
2. Number of teachers with L1 other than English: _____
- 2.a. For comprehensive H.S., number of voc teachers with L1 other than English: _____
3. Number of teachers who are bilingual: _____
- 3.a. For comprehensive H.S., number bilingual voc teachers: _____
4. Number of ESL teachers: _____
5. Other bilingual staff (include number and languages):
 - _____ Counselors _____
 - _____ Placement specialists _____
 - _____ Teacher aides _____
 - _____ Administrators _____
 - _____ Maintenance/Janitorial staff _____
 - _____ Clerical staff _____
 - _____ School nurse _____
 - _____ Librarians _____
 - _____ Media Specialists _____
 - _____ ESL teacher _____
 - _____ Other (specify) _____

6. Does anyone on your school's staff have an educational degree or concentration in either ESL or Bilingual Education? _____

Describe:

7. Has anyone on your school's staff acquired expertise in either ESL or Bilingual Education? _____

Describe:

8. Have you or any of your school's staff received any in-service training related to working with LEP students? _____

Describe:

9. Do you think such training was/would be helpful?

10. If so, what types of topics were/would be most important?

11. Do the vocational teachers in your school ever meet and work with ESL teachers to coordinate their instruction?

12. Do you think such meetings are necessary or would be helpful?

13. Is there any language minority or "LEP" representation on any of your school's advisory committees?

14. In what ways are employers involved with LEP students?

15. Have you ever considered having a special program or program design for LEP students?

D. Facilities

Does the school have (describe type, number, and locations):

_____ Microcomputers

_____ Language Masters

_____ Bilingual signs

_____ Cassette tape recorders

_____ Other:

Counselor

A. General

1. What are the major language groups you work with in your school?
2. Do certain groups of non-native speakers of English tend to work in specific types of jobs? Explain:
3. How would you describe community attitudes towards non-native speakers of English?

B. Recruiting

1. In your school, how do you go about recruiting students for vocational education programs?

2. Are there any special materials or procedures to recruit LEP students? _____

Can you describe those efforts, materials, and procedures (flyers in L1, involving ethnic organizations, announcements in L1 media, target population, etc.)?

C. Screening, Intake, Assessment

1. Do LEP students take intake assessments that are different from what other students take? _____ Explain:

2. What kinds of screening and intake assessments do LEP persons take? (for each, if "no," why not?)

a. Vocational interest inventories? _____

Who administers? _____

When administered? _____

Instrument or method used: _____

Available in other languages? _____

Which? _____

How are results used? _____

b. Vocational aptitude tests? _____

Who administers? _____

When administered? _____

Instrument or method used? _____

Available in other languages? _____

Which? _____

How are results used? _____

c. English proficiency test? _____

Who administers? _____

When administered? _____

Method/instrument used? _____

How are results used? _____

d. Native language proficiency test? _____

Who administers? _____

When administered? _____

Methods or instruments used? _____

Which languages? _____

How are results used? _____

e. Other: _____

Who administers? _____

When administered? _____

Instrument or method used? _____

Available in other languages? _____

Which? _____

How are results used? _____

3. Do students who are LEP or non-native speakers of English tend to enroll more in certain trade areas than in others?

Explain:

4. Who has the major responsibility for helping students make vocational course selections?

5. How is that decided (which trade area)?

6. What special kinds of problems do you find with LEP students?

7. What happens to a student who demonstrates a lack of English proficiency upon intake?

_____ a. not admitted to school

_____ b. not admitted to voc. program, but given help first :

_____ ESL	_____ Prevoc. ESL
_____ VESL	_____ Remedial English
_____ Other (Explain)	

_____ c. Admitted to voc program and given special help during voc. instruction:

_____ ESL	_____ Prevoc. ESL
_____ VESL	_____ Remedial English
_____ L1 support	_____ Other (explain)

_____ d. Admitted into traditional voc-ed program

8. Have you ever had any formal or informal training on how to work with LEP students? _____

If yes, describe:

9. Do you think such training was/would be helpful?

10. Are there any specific things you wish you could know more about regarding LEP students?

11. Have you ever studied a foreign language? If so,
can you tell me a little about that experience?
12. Have you ever visited a foreign country? If so,
what was your impression of the people and customs?
(Where did you go, for how long, etc.)

ESL Teacher

A. GENERAL

1. What are the major language groups you work with in your school?
2. Do certain groups of LEP persons or non-native speakers of English tend to work in specific types of jobs? Explain:
3. Are there any language-minority-owned businesses?
4. What kinds of problems does each language group have?
5. What are community attitudes towards non-native speakers of English?

B. ESL Instruction

1. What kinds of things do you teach in your ESL class?
2. Can you tell me what some of the trade areas your students are pursuing ?
3. Have you ever considered teaching job-related or vocational ESL?

4. Do you ever meet with their vocational teachers to plan?

___ never ___ occasionally ___ regularly

5. What kinds of instructional materials are you using?

(identify)

a. ___ General ESL text: _____

b. ___ Prevoc. ESL text: _____

c. ___ VESL text: _____

(describe)

d. ___ Materials developed locally: _____

e. ___ Teacher-adapted voc. mat'ls: _____

f. ___ Other: _____

6. Are you satisfied with the materials you are using? _____

7. What is most useful about the materials you are using?

8. What are some of the problems with the materials?

9. If you could have any kinds of materials, what would you want?

10. What is/are your degree(s) in? _____

11. Have you had any training in ESL methodology? Describe:

12. Do you have any experience in voc-ed? Describe:

13. Do you speak a language other than English?

14. Have you ever lived or visited outside of the U.S.?

15. Have you ever received any specialized training in teaching
job-related or vocational ESL? _____

16. Do you think such training was/would be helpful? _____

17. What kinds of topics would be most helpful?

Vocational Teacher

Specify Program Area _____

A. General

1. What are the major language groups in your class?

B. Student Progress

1. Do you find that students from certain language backgrounds perform better (or worse) than students from other backgrounds?

Explain:

2. Do you find that students from certain language backgrounds tend to be absent more (or less) frequently than other students?

Explain:

B. Classroom Layout

1. Do students select their own seats/work stations? _____

2. Are they in these seats all of the time; some of the time?

3. What are your feelings about LEP students from the same language background sitting together or sitting spread out among the others?

4. (Sketch seating/work station arrangement, if possible)

C. Language Use (excluding written materials)

1. Can you describe any special things you do when you are teaching students who have difficulty understanding English?

2. How do you handle safety instruction with students who have difficulty understanding English?

3. When the teacher speaks in English to LEP students, s/he:
(if observation is possible)

- _____ Speaks at a normal volume
- _____ Avoids "baby talk"
- _____ Avoids unnecessary slang
- _____ Speaks at a normal or slow normal pace
- _____ Gets confirmation that LEP's have understood
- _____ Gives confirmation that LEP's were understood
- _____ Uses sufficient and appropriate gestures
- _____ Uses yes/no and either/or when questioning
- _____ Simplifies English by avoiding complicated embedded sentences and pronouns.

4. Are LEP students' native languages ever used? If so, can you describe how, when, and which languages, and for what purposes?

_____ Never used

_____ Used by teacher (specify languages)

_____ Exclusively/most of the time _____

_____ About half of the time _____

_____ As needed, to clarify _____

_____ Other (specify): _____

_____ Used by bilingual aide(s) (Note languages to the right)

_____ Regularly: _____ whole grp _____ sm grp _____ indiv

_____ As needed: _____ whole grp _____ sm grp _____ indiv

_____ Used by peer tutors (Note languages to the right)

_____ Regularly: _____ whole grp _____ sm grp _____ indiv

_____ As needed: _____ whole grp _____ sm grp _____ indiv

_____ Other(s): (specify: _____)

5. How do you decide when to use the students' native language?

D. Instructional Materials

1. Are you using any special written materials for LEP students?
Can you describe them?

_____ Yes (See chart)

_____ No

	L1 imported	Modified by teacher to include L1	Bilingual	L1 translation of English version	Simplified English by teacher	Other: _____
Textbooks						
Instruction Sheets						
Commercial manuals						
non- commercial manuals						
manufacturer literature						
Industry/Employer materials						
Other: _____						

2. What problems or successes are you having with these written materials (with your LEP students)?

3. Are there any kinds of instructional materials you wish you could have for your LEP students? Describe:

4. Which of the following A-V materials do you use with your LEP students and how do you use them?

a. Language Master:

b. Cassette tape recorder:

c. Posters, signs, charts:

d. Films/filmstrips:

e. Others:

5. Are there any safety signs in the classroom? _____

If so, are there any in languages other than English? _____

Describe:

E. Attitudes/Cultural Sensitivity

1. From your experiences, what kinds of special problems do LEP students have?

2. What are some of the cultural customs of your LEP students?
3. Are there any specifically related to work or education that you know of?
4. What important holidays or religious events are observed by your LEP students?
5. Does the school recognize these holidays in any way?
6. Do you think it is best for students not to be allowed into your class until they know English well or can you make adjustments for their limited English proficiency?
7. Are there any ESL teachers in your school?
8. Do any of your students take ESL?
9. Do you ever meet with the ESL teacher? _____
Describe:
10. Do you think such meetings are/would be helpful?
11. Have you ever studied a foreign language? Which?
Did you find it to be a difficult experience?

12. Have you ever had the opportunity to visit a foreign country?
Which? What was your impression of the country, its people
and customs?
13. Have you ever participated in a course, seminar, or
workshop concerning teaching LEP students? (Describe)
14. Do you think such training was/would be helpful?
15. What kinds of things were/would be especially helpful?
16. Do you think all vocational teachers should have some instruction
in teaching LEP vocational students as part of their professional
preparation?
17. Are there any comments or opinions you would like to express
regarding teaching LEP vocational students?

Placement Specialist/Job Developer

A. General

1. What are the major language groups you work with?
2. Do certain groups of LEP persons or non-native speakers of English tend to work in specific types of jobs? Explain:
3. What kinds of language-minority-owned businesses are there?
4. What kinds of problems would you say each language group has?
5. How are employer attitudes towards non-native speakers of English?

B. Job Placement

1. About what percentage of all of your students are successfully placed on jobs? %
2. What do you estimate the placement rate to be for LEP students?
 %
3. In what kinds of jobs are LEP students placed?

4. Do you find it more difficult to place LEP students? _____
5. If so, what do you think are the main causes?
(probe: lang. problems? employer attitudes?)
6. How are students, in general, given employability skills training?
(probe: classes, workshops, individual counseling?)
7. Is there any special kind of employability skills training for LEP students? _____
Can you describe it? (probe: in their L1, addressing cultural differences, employer attitudes?)
8. Are employers ever given any help or training in how to deal with LEP persons or do employers ever tell you about specific problems they have with LEP persons? Describe:
9. Are there any kinds of special follow-up services for placed LEP students?

10. Have you ever participated in any specialized training in how to place LEP persons? _____

Describe:

11. Do you think such training was/would be helpful? _____

What topics in particular were/would be most helpful?

12. Have you ever studied a foreign language? If so, can you tell me a little about that experience? (which language, for how long, etc.)

13. Have you ever visited a foreign country? If so, can you tell me about that experience (where you went, your impressions, how long, etc.)?

Community Data

A. General Demographic

1. What is the total population of the community? _____
2. Is the community basically urban, suburban, rural? _____
3. What is the ethnic breakdown of the community?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Describe how long each group has had a presence in the community.
5. What is the mean income level for the community? _____
6. What percentage of each group falls within each income category?

B. Employment

1. What is the general unemployment rate in the community?
_____ %

2. What is the general unemployment rate for the state?
_____ %

3. What is the unemployment rate for non-native speakers
of English in the community? (specify by language group)

_____ %

_____ %

_____ %

_____ %

4. Do certain groups of LEP's/non-native speakers of English tend to
work in specific types of jobs? Explain:

5. What language minority-owned businesses are there in the community?

C. Resources

To what degree are the following kinds of community resources available for non-native speakers of English?

(Specify language(s) and degree (0-3), where applicable.

- | | |
|------------------------------------|----------------------------------|
| ___ child care () | ___ transportation () |
| ___ bilingual child care () | ___ prof. assoc. in L1 () |
| ___ mental health in L1 () | ___ ethnic social clubs () |
| ___ TV in L1 () | ___ radio in L1 () |
| ___ newspapers in L1 () | ___ religious services in L1 () |
| ___ immigration counseling () | ___ other legal help in L1 () |
| ___ medical care () | ___ housing () |
| ___ prof. lic. exams in L1 () | ___ driver's licenses in L1 () |
| ___ city street signs in L1 () | ___ voter reg. cards in L1 () |
| ___ ethnic festivals () | ___ ethnic CBO's () |
| ___ ethnic chamber of commerce () | ___ other: _____ () |

E. BVE Resources

1. Are there any federally funded BVT/BVIT/BVE Materials Development projects in the state? Which? Where?

Describe:

2. Have there been any federally sponsored BVE workshops in the state? _____

If so, have any State education department personnel participated in them? _____

Which workshops?

Which personnel?

3. Are there any refugee resettlement programs in the state? Where?

Describe:

4. What kinds of state-sponsored activities have there been related to LEP vocational students?

___ workshops	___ Materials development
___ programs	___ Other

Describe:

5. What kinds of special industry-based programs are there in the community for LEP workers?

___ Job-site ESL	___ Job-site VESL
___ Bilingual OJT	___ Special Counseling
___ Other	

Describe:

6. What kinds of special programs exist for LEP students in private trade schools?
7. Are there any migrant education programs for adults in the state?
Where?
Describe:
8. Which BEMC's and EACS service this state?
9. Does the state have a special staff person for bilingual voc-ed?
Describe:
10. What provisions are written in the state plan for LEP vocational students?

F. Community Attitudes

1. What kinds of issues concerning non-native English groups surface on the editorial pages of the newspapers?
2. On radio and TV "talk" shows?
3. Has "bilingualism" been a campaign issue in local elections? Explain.

District Data

1. How does your district determine when someone is LEP?
2. What is your estimate of the number and percentage of students who are LEP or non-native speakers of English enrolled (include breakdown by language group):

in the total district _____ (%)

(Language)

_____	_____	(%)
_____	_____	(%)
_____	_____	(%)

in secondary voc-ed _____ (%)

(Language)

_____	_____	(%)
_____	_____	(%)
_____	_____	(%)

in adult voc-ed _____ (%)

(Language)

_____	_____	(%)
_____	_____	(%)
_____	_____	(%)

3. What is your estimate of the general drop-out rate in your district? _____ %

4. What is your estimate of your district's drop-out rate for non-native speakers of English or LEP persons? _____%

(by language group)

_____ %
_____ %
_____ %

5. When and why would you say they usually drop out?

6. How much communication is there between district level Voc-Ed administrators and: (rate 1-4)

- 4 - Regular planned meetings
- 3 - Occasional, intentional contact (as-needed)
- 2 - Met once or twice; know each others' names
- 1 - Do not know each other
- NA - Not applicable

_____ District bilingual education administrators
_____ State/regional TESOL/NABE meetings
_____ Local migrant education programs
_____ Local JTPA programs serving LEP's
_____ Local/state refugee resettlement programs
_____ Local Bilingual Ed/ESL teacher educators
_____ Local/state federal BVE programs

7. Does your district require a certain level of English proficiency before an LEP student can enter secondary vocational programs?
Explain:

8. Does your district require a certain level of English proficiency before an LEP student can enter adult vocational programs?
Explain:

9. Is there anyone in the district who has considered adopting a specific program plan for LEP vocational students?

10. Do "LEP issues" surface on the agendas of any district level meetings?

11. Have you ever had the opportunity to participate in a course, seminar, or workshop related to LEP students? _____

Describe:

12. Do you think that technical assistance, such as a workshop, related to LEP students is/would be helpful? _____

If so, for whom? _____

What kinds of topics should be addressed?

13. How are "set-asides" being used?

Students

1. Where are you originally from? _____
2. What is your native language? _____
3. How long have you lived in the U.S. (mainland)? _____
(if applicable)
4. Have you ever had a job? _____ Describe:
4. Why did you choose this program?
5. What kind of job do you hope to have in the future?
6. Is this program helping you?
7. What are your biggest problems in school?
8. About how many times have you missed class since you
started this year? (Why?)
9. Do you have opportunities to ask questions in class?
10. Does your teacher praise you?

11. Do you like to get together with your classmates?
(work together in class, eat, go out, which classmates)
12. Do you often feel that you do not understand what is
going on in class?
13. What kind of English classes do you get?
14. Do the English classes help you?
15. Are there any teachers or counselors in the school who speak
_____ (name student's language)?
16. Is it helpful to have people who can speak _____? Why?
17. What do you like best about your school?

Students (Spanish version)

1. Donde naciste? _____
2. Cual es tu idioma nativo? _____
3. Por cuanto tiempo has vivido aqui? _____
4. Has trabajado alguna vez? _____ Que tipo de trabajo?
5. Por que escogiste este programa?
6. Que clase de trabajo te gustaria tener en el futuro?
7. Te ayuda esta clase?
8. Cuales son tus problemas mas serios en la escuela?
9. Cuantas veces has faltado a la clase este ano? (Por que?)
10. Hay oportunidades de hacer preguntas en clase?
11. Te elogia tu profesor(a)?
12. Te gustan tus companeros/as de clase?
13. A veces crees que no entiendes en clase?

14. Que tipo de clase de ingles tomas?
15. Te ayudan las clases de ingles?
16. Hay profesores/as o consejeros/as en esta escuela que hablan espanol?
17. Te ayuda tener personas que hablan espanol en tus clases?
18. Que te gusta mas de tu escuela?

Students (Haitian Creole version)

1. Ki kote ou sodi orijenelman? _____
2. Ki lang matenel ou? _____
3. Konbyen tan ou abite ozetazini? _____
4. Eske ou janm travay? _____ Esplike travay ou:
5. Pou ki sa ou chwazi pwogram sa-a?
6. Ki kalite travay (job) ou ta rinmen ganyen nan fiti?
7. Eske pwogram sa-a ede ou?
8. Ki pi gwo pwoblem ou nan lekòl (ou)?
9. Konbyen fwa ou manke klas deci ou komanse lekòl nan ane sa-a? (pou ki sa?)
10. Eske ou gen opotinite pou ou mande kesyon nan klas?
11. Eske pwofese ou fe louanj pou ou?
12. Eske ou renmen kondisip ou yo?
13. Eske ou santi ou konn pa konprann sa ki ap pase nan klas ou?

14. Ki kalite klas angle ou genyan?
15. Eske klas angle yo ede ou?
16. Eske genyan pwofese ou konseye nan lekòl la ki pale kreyòl?
17. Eske li ede si genyan moun ki pale kreyòl nan lekòl la? Pou ki sa?
18. Ki sa ou pi renmen nan lekòl ou?

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